MiraCosta Community College District
Academic Senate

Regular Meeting
9:00 AM – Friday, November 20, 2026
Room OC30115 and Via Zoom 1 Barnard Drive, Oceanside, CA 92056
Hyflex Meeting – OC30115 Governance Room
1 Barnard Dr., Oceanside, CA 92056

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Agenda

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/ Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

I. Call to Order

II. Roll Call

III. Persons Wishing to Address the Senate

Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

IV. Changes in Agenda Order

V. Consent Calendar

A. Minutes of the Regular Meeting of November 6th

B. Updated Faculty Committee Assignments Roster
This roster includes Lodestars and minor committee updates.

C. Salary Advancement Requests 27/28

The SAC has forwarded 12 Salary Advancement Requests for approval

D. Associate Faculty Emeritus Status Recommendation
The Academic Senate Nominates Densie Stillinger to the Board for Associate Faculty Emeritus Status

VI. Reports: 1

A. College Superintendent/President (Johnson): access report

VII. Action Item, First Read

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. Academic Senate HyFlex Recommendations (Sullivan)
These recommendations echo and slightly refine last spring's Senate recommendations.

B. Salary Advancement Committee Handbook Change (Senigaglia)
The SAC has revised / expanded the section of its handbook related to International College or University courses.

VIII. Reports: 2

Reports: 2

A. Classified Senate (Streagle): access report

IX. Information / Discussion

A. Goal 1 Inquiry Guides: Accelerated Classes and Dual Enrollment (Sullivan)
These Guides organize the questions the Senate will explore as it examines dual enrollment and accelerated classes at future Senate meetings.

B. ASCCC Position Paper: The Role of Counseling Faculty (Zaman)
This 2025 paper affirms the central role of Counselors in community college student equity guidance, advocacy, and support.

X. Reports: 3

Reports: 3

A. Senate Leadership (Allyn): access report

B. Associated Student Government (Hutchinson): access report

XI. Future Agenda Items

XII. Adjournment

The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing

711, or 800-855-7100 for English or 800-855-7200 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please email Arielle Locke, Administrative Assistant to the Academic Senate President, or call at 760.795.6873

I. Call to Order

The meeting was called to order at 11:07am.

II. Roll Call

Present: Polo Mariscal, Kristine Arquero, Ghada Osman, Jorge Guerrero, Shawn Firouzian, Robin Allyn, Jim Sullivan, Julie Graboi, Sarah Gross, Brian Page, Krista Warren-Yagubyan.

****Note**: Jennfier Streagle, Adrean Askerneese, Krista Warren-Yagubyan and Dr. Lennor Johnson arrived after Roll Call and were present for the meeting. VP Afifa Zaman joined via remote participation from San Francisco; ASCCC Fall Plenary.

Absent: Alexis Tucker Sade, Katrina Tamura.

Others present: Nick Mortaloni, Scott Fallstrom, Denee Pescarmona, Omar Jimenez, Emiko Kiyochi, Ashley Davis, Elba Gomes, Dung Le and others in zoom.

III. Persons Wishing to Address the Senate

Senator Firouzian recognized Honor student Arturo Salazar's achievements who recently represented MiraCosta College and the Honors Program at the Hispanic Association of Colleges and Universities Conference in Chula Vista, CA where he presented his research on household income and financial inclusion for young adults in America which found that there is a strong relationship and indicator of wealth deficiency beginning with banking relationships. Arturo is engaged as a business administration student, honors student, founder and president of the business entrepreneurship and finance club and a PTK officer. As a mentor to Arturo, Shawn asked the Academic Senate to recognize his accomplishments and important role of both the Honors and Dual Enrollment programs.

IV. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 16, 2026
B. Approve 2027-28 Curriculum Packet, Part I
C. Approve 2025 / 26 Sabbatical Leave Reports
D. Approve Fall 2026 Sabbatical Leave Applications
E. Approve Proposed Minimum Qualifications Alternative Guidelines: Japanese

Sullivan pulled Items C) and E) for discussion.
Items A) B) and D) were approved unanimously, Vote 12|0. Discussion: six sabbatical reports were pulled to highlight the individuals' work and contributions within their respective disciplines. A combination of projects were submitted, to include; Open Educational Resource (OER) development, curriculum/course enhancement, historical abroad research and travel, resource collection and new Canvas modules to support Veterans were among the sabbatical projects. A motion to approve Item C) Sabbatical Leave Reports **(MSU Firouzian/Arquero) / Vote 12|0.**

A motion to approve discussion on Item E) Alternative Minimum Qualifications in Japanese **(MSU Page/Guerrero). / Vote 12|0. Discussion:** Japanese Faculty, Emiko Kiyochi and Equivalency Chair, Ashley Davis were present to share a substantive A4 guideline revision where new equivalency criteria was developed for evaluating Japanese degrees, addressing challenges with existing European language-based minimum qualifications. Senator Osman raised awareness that the change to this guideline will have a positive affect on the discipline noting that in a former role as Linguistics Chair at SDU the Master's Degree in Janpanese equivalency evaluation was a challenge. Emiko Kiyochi was recognized for having engaged im impactful committee work serving the foreign language discipline.

II. Information / Discussion

A. Community Hour (Mortaloni)

Discussion: Dean Mortaloni (Student Affairs) addressed the Senate by providing context and background to the rebranding of Community Hour. Concerns had been raised by students and faculty alike with regards to the scheduling and objective of the program. Addressing Senator Askerneese's question regarding the schedule conflicting with course offerings and limited faculty participation; Mortaloni offered that community hour was rebranded to build on community and student engagement aligned with outcomes and assessments in instruction. The 11:30am to 12:22pm time block was intentionally reserved to create opportunity for campus wide alignment ativities. Programming is informed by student data and institutional goals aimed at enhancing student learning objectives while complementing classroom learning objectives. The college committed to offering weekly co-curricular activities on Tuesdays mid-morning/afternoons. [Community Hour Flyer].
In response to a follow-up question from Sullivan regarding faculty participation in Community Hour, Mortaloni acknowledged that faculty involvement is currently limited and needs improvement. Efforts are underway to increase participation through collaboration with OAC and academic departments, including Ethnic Studies and the Art Department, to develop co-curricular programming.

Future plans include integrating participation records into SURF that would eventually produce as a co-curricular transcript that would enhance students college transfer applications. Campus Community Hours will vary by location and consistency but each campus is hosting an event that fits well within their programming between the hours of 11:45am and 12:45pm.

A final concern raised by Senator Osman drew back to Senator Tucker Sade's initial point which was the overlap of course offerings that may have decreased courses offered during this 55 minute break. Mortaloni acknowledged the benefits and did not validate the conception that course offerings were decreasing. The counter-argument is that Tuesday's represent the highest on-campus student attendance based on institutional data (Sullivan) making it an important time and associate faculty may be impacted [scheduling, pay] due to the disparity between faculty ranks if the data points to less course offerings.

(Warren-Yagubyan) Mortaloni offered consideration to encourage associates to additional offer office hours during this time to make up for the loss if there was impact noting that he would share this as a suggestion during the next associate faculty orientation. Several Senators are in favor of the rebranding and co-curricular aspects (Gross, Sullivan), others are looking forward to adjustments for greater faculty inclusion (Arquero). Faculty were encouraged to attend the monthly meeting as Student Affairs is monitoring and measuring program outcomes and impact to the campus community. When asked if there was a process for structured feedback this is a growing need and would be further implemented in the Spring semester.

B. Three Year 50% Law Plan (Gomez)

Gomez presented an overview of the district's efforts to develop a required three-year plan addressing compliance with California's 50% Law, which must be submitted to the Board of Trustees by December 31 and to the Chancellor's Office by June of next year.
Discussion: the district's need to improve internal processes, particularly position control and financial coding practices, to ensure expenditures are categorized correctly under the 50% Law. Several senators sought clarification about how different employee groups and expenditures are counted, including student workers, reassigned faculty time, counselors, librarians, and associate faculty.
Gomez explained that the district is reviewing how positions and expenses are coded, as some expenditures may currently be assigned incorrectly. The Chancellor's Office has advised the district to maximize the use of grant funding where appropriate, which can reduce pressure on the general fund and improve the district's 50% Law position.
Faculty leaders and senators expressed concern that efforts to achieve compliance could disproportionately impact instructional positions, counseling services, library services, and associate faculty. An emphasis was on the need for stability, job security, and preservation of student support services, while questioning continued growth on the non-qualifying side of the 50% Law calculation (Warren-Yagubyan).

District leadership responded that no layoffs have been proposed and that planning efforts are focused on improved budgeting, staffing strategies, employee upskilling and reskilling, and better use of grants and excluded expenditures. (Dung Le).
The district is also examining whether certain programs and costs can be appropriately excluded from the 50% Law calculation under state guidelines; such as Athletics Uniforms/ Non-instructional coaches and programming at TCI.
The discussion concluded with an invitation for continued input through the Budget and Planning Committee (BPC) and upcoming budget workshops intended to increase transparency and understanding of the district's budgeting process. Warren-Yagubyan explicity asked for updates between now and June before any plan is approved and sent to the Chancellor’s Office.

C. ASCCC Fall Plenary Resolutions

Senators shared in meaningful discussion around the Resolutions proposed for a vote at Saturday’s Plenary in San Francisco, CA. Senators took positions with the following

Resolutions (105 *Guerrero*, 110.13 *Arquero*, 112.101 Paper '1996, 2018, 2026 AF Equivalency Degree Title Hiring *Warren-Yagubyan,* 104.01 *Firouzian*, 110.01 *Gross*, 101.2 Askerneese).
Discussion: What are proposed actions based on these outcomes once these Resolutions are approved? How will the work impact us as a local Academic Senate? Support for Dual Enrollment and High School partnerships. Support for Transfer Counselors and their role in developing comprehensive education plans. Support for Cal-GETC Transfer was noted as being a hot topic during Curriculum Institute Summer '26

D. Goal One Inquiry Plans: Acceleration and Dual Enrollment (Sullivan)
A motion to table this item until the next agenda **(MSU Allyn/Guerrero)**. **Vote 11|0** Askerneese absent from vote.

Reports 1:

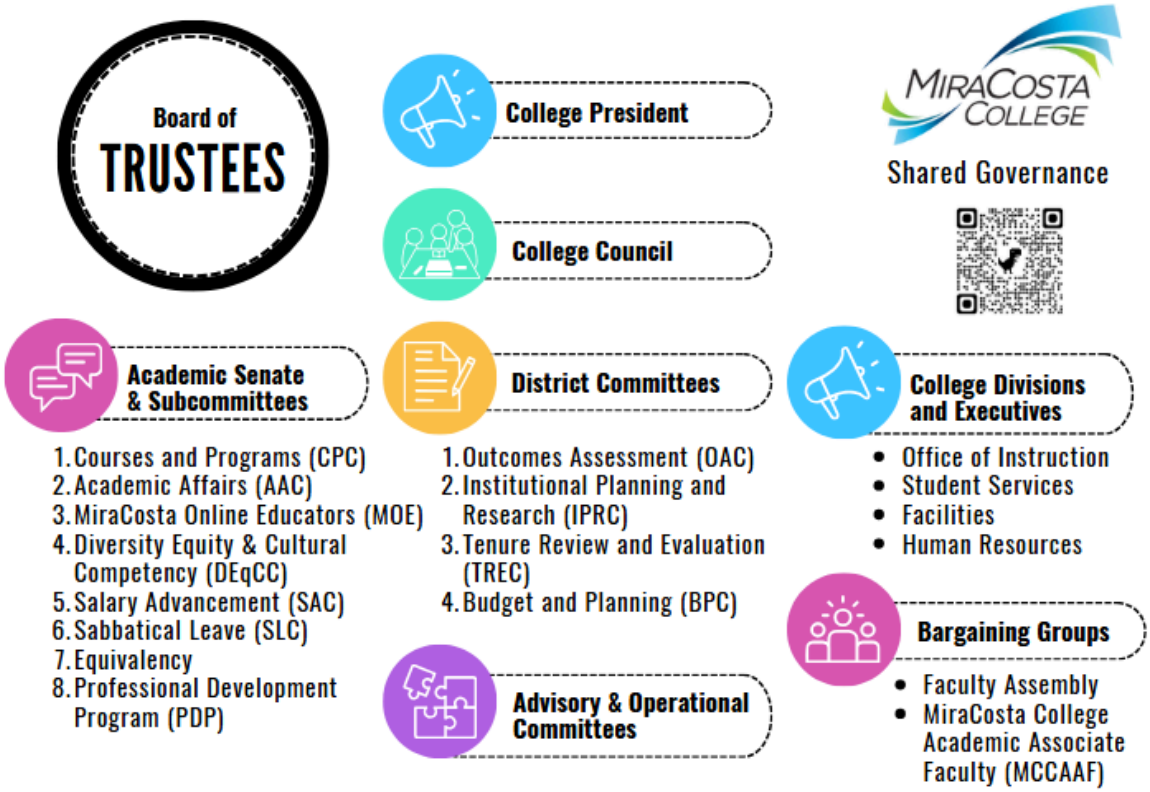
College Superintendent/President – *Johnson* (access report)

President Johnson addressed concerns regarding the district's compliance with the 50% Law, sharing that he does not anticipate any layoffs as a result of the issue. He explained that the district is currently about one percentage point deficient on a budget of approximately **$157 million** and characterized the challenge as a matter of improved alignment and tracking of resources rather than a financial crisis. Drawing on his previous experience, he described the situation as relatively minor and encouraged the college community to remain calm. He reported positive engagement from his recent listening sessions, which were attended by approximately 20 community members, and a medium group comprised of faculty and students. His primary long-term concern is the future of the San Elijo Campus. He noted that the campus will require significant reimagining and redesign over the next five to ten years. President Johnson also encouraged the college community to remain focused on the institution's Mission, Vision, Values, and Key Performance Indicators (KPIs), and highlighted his five institutional priorities centered on continuous improvement and maintaining excellence. He challenged the college to remain the model for the California community college system, mentioned that the institution's greatest competition is itself and expressing a desire for MiraCosta College to be viewed as the "gold standard" among community colleges. Sullivan thanked Johnson for his efforts to build relationships and community across the college. Warren requested updates regarding the budget report that will eventually be submitted to the Chancellor's Office, and Sullivan encouraged senators to direct budget-related questions to the Budget and Planning Committee (BPC) and to Senate Leadership (Zaman, Sullivan) to address during their BPC engagements.

Reports 2

E. Associate Student Government – *Hutchinson* (access report)
Absent.

F. Classified Senate – *Streagle* (access report)



BP 2510 defines collegial governance as “the collaborative participation of appropriate members of the college in planning for the future and in developing policies and recommendations under which the college is governed and administered.”

A district/governance issue is a policy, procedure, plan, or project that has an impact on the district as a whole: board policies, administrative procedures, strategic plans, and program review processes. The board recognizes the Academic Senate as the body that represents the faculty in collegial governance in academic and professional matters and “will rely primarily on the advice and judgment” of the Senate.

Operational/advisory issues are those that involve the implementation of approved policies, procedures, plans, and programs by division heads (Instruction, Student Services, Administrative Services, Human Resources). Each division head seeks counsel from advisory committees.

Separate from district and operational issues are working conditions issues that affect employee groups related to wages, benefits, workload, and other terms and conditions of employment. The Faculty Assembly Council and MiraCosta Academic Associate Faculty groups represent faculty interests.

Faculty involved in collegial governance and collective bargaining contribute time and labor at the levels of the institution to guide structures, initiatives, procedures, policies, and programs and improve working conditions according to the lenses of the classroom, counseling office, and learning center.

*Contingent on contract/assignment

District Committees

College Council

Serves as a governance group that makes recommendations to the superintendent/president. | College Council Website

Meetings: Twice a Month Thursdays, 11am-1pm, Zoom
Contact: Julie Bollerud (Executive Assistant to Superintendent/President)

Faculty Members (assigned by role)

1. Jim Sullivan, AS President
2. Afifa Zaman, AS Vice President
3. Cynthia Gonzales, IPRC Co-Chair
4. Kaitlin Fisher, IPRC Co-Chair
5. Christopher Sleeper, OAC co-chair

Budget and Planning Committee (BPC)

Responsible for formulating and making recommendations about policies and procedures related to budgets and plans. | Budget and Planning Website

Meetings: 1st & 3rd Fridays, 1:30-3:00pm, rotates In-person/Zoom
Contact: Kent McCorkle (Faculty, Co-Chair) and Elba Gomez (VP of Administrative Services, Co-chair)

Faculty Members

1. Kent McCorkle, Faculty Co-Chair (1st term 2025-2028)
2. Jim Sullivan AS President (term determined by role)
3. Afifa Zaman, AS Vice President (term determined by role)
4. Nate Scharff (1st term 2025-2027)
5. Taya Lazootin (2nd term 2026-2028)
6. Alison Phinney (1st term 2026-2028)
7. Denise Villarrial Nealon, Associate Faculty* (2nd term 2025-2027)

7 faculty total; 2-year terms, renewable twice for a max of six years; 3yrs for chair

Institutional Program Review Committee (IPRC)

Responsible for formulating and making recommendations about policies and procedures related to Program Review. | Institutional Program Review Committee Website

Meetings: 1st Fridays, 11:30am-1:00pm, Zoom
Contact: Cynthia Gonzales (Faculty, Co-Chair), Kaitlin Fisher (Faculty, Co-Chair), Chris Tarman (Dean, Co-chair)

*Contingent on contract/assignment

Faculty Members

1. Cynthia Gonzales, Faculty Co-Chair (1st term 2026-2029)
2. Kaitlin Fisher Faculty Co-Chair (final term 2024-2027)
3. Bobbie-Sue Bailey (1st term 2025-2027)
4. Rosa Viramontes (1st term 2025-2027)
5. Shawn Firouzian (2nd term 2026-2028)
6. Kristi Reyes (1st term 2026-2028)
7. Robin Allyn, Associate Faculty* Contract Position (final term 2024-2027)
8. Polo Mariscal, Immediate Past Co-Chair (advisor, non-voting)

7 faculty total; 2-year terms, renewable twice for a max of six years; 3yrs for chair

Outcomes Assessment Committee (OAC)

Provide planning…and leadership that will promote the achievement of college goals pertaining to outcomes assessment. | Outcomes Assessment Committee Website

Meetings: 1st Tuesdays 3:30-5:00pm, Zoom
Contact: Christopher Sleeper (Faculty Co-Chair), Lynnie Trzoss (Core Competency Coordinator / co-chair), Chris Tarman (Dean, Co-chair)

Faculty Members

1. Christopher Sleeper, Faculty Co-Chair (1st term 2026-2029)
2. Lynnie Trzoss, Core Competency Coordinator / co-chair (1st term 2026-2029)
3. Mary Beth Headlee (3rd term 2026-2028)
4. Catherine Walker (3rd term 2026-2028)
5. Sarah Kirk (1st term 2025-2027)
6. Dominique Ingato (1st term 2026-2028)
7. Tricia Hoste (1st term 2026-2028)
8. Craig Perez (1st term 2026-2028)
9. Laura Gomez-Carlsson, Associate Faculty*, contract position (2nd term 2025-2027)
10. Janelle West, Immediate Past Chair (resource member)
11. Theresa Bolanos, SLO Coordinator (resource member)
12. Jim Julius, Online Faculty Coordinator (resource member)

3-year chair term; 2-year member terms; renewable twice; 9 faculty total + 3 resource faculty

Tenure Review and Evaluation Committee (TREC)

Provides a global perspective in the review and evaluation processes and serves as a resource for full-time faculty and review committees. | Tenure Review and Evaluation Committee Website

Meetings: 4th Fridays, 9-11am, Zoom
Contact: Chad Tsuyuki (Faculty, Chair)

*Contingent on contract/assignment

Faculty Members

1. Chad Tsuyuki, Chair (FA appointed)
2. Keith Dunbar (continuing member, classroom faculty)
3. Stacey Hull (continuing member, classroom faculty)
4. Eric Carstensen (continuing member, classroom faculty)
5. JahB Prescott (continuing member, classroom faculty)
6. Leah Cluff (continuing member, classroom faculty)
7. Rich Dicker (continuing member, classroom faculty)
8. Luke Lambert (continuing member, classroom faculty)
9. Christina Johnson (continuing member, classroom faculty)
10. Serena Mercado (continuing member, classroom faculty)
11. Himgauri Kulkarni (continuing member, classroom faculty)
12. Pedro Morgado (continuing member, classroom faculty)
13. Ghada Osman (continuing member, counseling faculty)
14. Lauren Greenwald (new member, classroom faculty)
15. Phillip Boland (new member, classroom faculty)
16. Zulema Diaz (new member, classroom faculty)
17. Violeta Sanchez (new member, classroom faculty)
18. Markus Berrien (new member, counseling faculty)
19. Laney Collins (new member, counseling faculty)
20. Don Love (new member, counseling faculty)
21. Danielle Barnett (Tenure Track Faculty 3rd Cycle; contract requirement)
22. Shayla Turk (Tenure Track Faculty 4th Cycle; contract requirement)

2-year member terms, renewable no limits; committee size as needed;
2 positions held for non-classroom faculty and 2 positions held for Tenure Track Faculty, cycles 3 & 4

Academic Senate and Subcommittees

The Academic Senate

The college's primary voice in academic and professional matters ("10+1") | Academic Senate Website

Meetings: 1st & 3rd Fridays, 9-11am, in-person with Zoom attendance
Contact: Arielle Locke (Administrative Assistant to the Academic Senate), Jim Sullivan (Academic Senate President)

Elected Faculty Members

1. Jim Sullivan, President (term ends spring 2028)
2. Afifa Zaman, Vice President (term ends spring 2027)
3. Robin Allyn, Coordinating Officer, Associate Faculty* (term ends spring 2027)
4. Kristine Arquero, Full-time Faculty (term ends spring 2027)
5. Sean Davis, Full-time Faculty (term ends spring 2027) **Resigned 10/16/26
6. Ghada Osman, Full-time Faculty (term ends spring 2027)
7. Alexis Tucker-Sade, Full-time Faculty (term ends spring 2027)

*Contingent on contract/assignment

8. Apolinar “Polo" Mariscal, Full-time Faculty (term ends spring 2028)
9. Jorge Guerrero, Full-time Faculty (term ends spring 2028)
10. Shawn Firouzian, Full-time Faculty (term ends spring 2028)
11. Open Seat, Full-time Faculty (for term ending 2027)
12. Katrina Tamura, Associate Faculty* (term ends spring 2027)
13. Julie Graboi, Associate Faculty* (term ends spring 2027)
14. Krista Warren, Associate Faculty* (term ends spring 2027)
15. Sarah Gross, Associate Faculty* (term ends spring 2028)
16. Brian Page, Associate Faculty* (term ends spring 2028)

committee is subject to Brown Act Laws

Academic Affairs Committee (AAC)

Guides policies and procedures on academic and professional matters, implements procedures for faculty hiring prioritization, creates the academic calendar, and coordinates with IPRC on academic program review standards and processes | Academic Affairs Committee Website

Meetings: 2nd Fridays, 9-11am, in-person with Zoom attendance
Contact: (Administrative Assistant to the Academic Senate), Daniel Ante-Contreras (Chair)

Faculty Members

1. Daniel Ante-Contreras, Chair (1st term 2025-2028)
2. Kyle Arriola (2nd term 2026-2028)
3. Lauren McFall (2nd term 2026-2028)
4. Julie Cord (2nd term 2026-2028)
5. Shafin Ali (2nd term 2025-2027)
6. Giana Carey (2nd term 2025-2027)
7. Robert Kelley (2nd term 2025-2027)
8. Tracy Williams (2nd term 2025-2027)
9. Adrean Askerneese (2nd term 2025-2027)
10. Shawn Firouzian (1st term 2025-2027)
11. Kris Peck (1st term 2025-2027)
12. Ariana Solis (1st term 2026-2028)
13. Jonathan Marquis (1st term 2026-2028)
14. Darlene Burke, Associate Faculty*, contract position (2nd term 2025-2027)
15. Vacancy
16. Vacancy

2-year member terms, renewable twice for a max of six years; 15 faculty and 1 chair (3-year term, non-renewable)
committee is subject to Brown Act Laws

Courses and Programs Committee (CPC)

Assures the college’s curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures | Courses and Programs Committee Website

*Contingent on contract/assignment

Meetings: 2nd & 4th Thursdays, 1-3pm in-person
Contact: Gwen Partlow (Interim Senior Business Systems Analyst), Scott Fallstrom (Chair)

Faculty Members

1. John Kirwan, GE Area 1 – Engl. Comp., Oral Comm., and Critical Thinking (inter-term 2026-2027)
2. Scott Fallstrom (Chair), GE Area 2 – Math and Quantitative Reasoning (2nd term 2026-2029)
3. Adam Chin, GE Area 3 – Arts and Humanities (1st term 2026-2029)
4. Rob Bond, GE Area 4 – Social and Behavioral Sciences (2nd term 2025-2028)
5. Erika Peters, GE Area 5 - Natural Sciences (2nd term 2024-2027)
6. Katherine Steelman, GE Area 6 - Ethnic Studies (1st term 2026-2029)
7. Monica Cueva, Non-Credit (1st term 2026-2029)
8. Magdalena Zepeda, Counseling (1st term 2026-2028)
9. Yana Gardiner, Career Education (1 of 2) (1st term 2024-2027)
10. Karl Cleveland, Career Education (2 of 2) (2nd term 2026-2029)
11. Alexis Faust-Rolland, Associate Faculty*, contract position (2nd term 2026-2027, 1yr renewable)
12. Ticey Hosley, Articulation Officer (Permanent)
13. Theresa Bolanos, SLO Coordinator (Resource Member)
14. Jim Julius, Online Education Coordinator (Resource Member)
15. Vacancy

3-year member terms, renewable twice for a max of six years; 15 faculty and 1 chair (3-year term, renewable)
committee is subject to Brown Act Laws

Diversity, Equity, and Cultural Competency (DEqCC)

Assures the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures | DEqCC's Website

Meetings: 2nd Fridays, 9-11am, In-person & Zoom
Contact: Israel Pastrana (Chair)

Faculty Members

1. Israel Pastrana, Chair
2. Xuchi Eggleton
3. Emily Mercuri
4. Kyaw Htet
5. Rachel Hastings
6. Aaron Roberts
7. Gilbert Neri
8. Erica Duran
9. Shawntae Mitchum, Associate Faculty*
10. Gin Tasulis, Associate Faculty*
11. Sonia Gutierrez, Associate Faculty*
12. Delores Loedel, PDP Coordinator (standing member)

2-year member term, renewable; total 6-9 members; chair (2 years limit, renewable):
committee is subject to Brown Act Laws

*Contingent on contract/assignment

Equivalency Subcommittee

Ensures faculty hired by the District possess qualifications that are at least equivalent to the applicable minimum qualifications as per Education Code §87359 | Equivalency Committee Website

Meetings: Thursdays 3:30-4:30 as needed, In-person OC and SEC joined via Zoom
Contact: Ashley Davis (Chair)

Faculty Members

1. Ashley Davis, Chair (since 2025)
2. Elizabeth Clarke (continuing member)
3. Glorian Sipman (continuing member)
4. Paul Katson (continuing member)
5. Dan Siegel (continuing member)
6. Dingguo Zhang (new member)
7. Janeen Apalatea (new member)
8. Kelly Hagen (new member)

no member term length; no committee size limit
committee is subject to Brown Act Laws

Lodestars | New Faculty Luncheon (NFL)

Meetings: Listed Friday's 11-1pm. 8/28, 9/25, 10/23, 11/20
Contact: Delores Loedel (Chair) Lodestar| Tyrone Nagai, dara, Lauren Halsted (Dean)
Provide mentorship and support to new Faculty.

Term: 1-year commitment

Faculty Members

1. Mariana Silva (new Lodestar F'26)
2. Jeff Murico (new Lodestar F'26)
3. Tyrone Nagai (new Lodestar F'26)
4. Christopher Sleeper (new Lodestar F'26)
5. Lynnie Trzoss (new Lodestar F'26)
6. Ghada Osman (new Lodestar F'26)
7. Aaron Roberts (new Lodestar F'26)
8. Theresa Bolanos (new Lodestar F'26)

MiraCosta Online Educators (MOE)

Provide leadership and guidance to the Academic Senate and MiraCosta community regarding online education and its communities of practice and modalities | MiraCosta Online Educators Website

Meetings: 4th Fridays, 10am-12pm, OCT250 & Zoom
Contact: Jim Julius (Co-Chair) and Nadia Khan (Co-Chair)

Faculty Members

*Contingent on contract/assignment

1. Jim Julius, Co-Chair (2026/2027)
2. Nadia Khan, Co-Chair (2026/2027)
3. Adrean Askerneese (2026-2028)
4. Lauren McFall (2026-2028)
5. Roland Estrella (2025-2027)
6. Lemee Nakamura (2025-2027)
7. JahB Prescott (2026-2028)
8. Mariana Silva (2025-2027)
9. curry mitchell (2026-2028)
10. Marina Argueta (2026-2028)
11. India Pierce (2026-2028)
12. Eric Robertson (2026-2028)
13. Cristina Toharia *2026-2028)
14. Open, Associate Faculty*

2-year member term, renewable; 8-11 members, see handbook for preferred roles; chairs (1 year term, renewable)
committee is subject to Brown Act Laws

Professional Development Program/Flex (PDP)

Assures the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures | Professional Development Program Website

Meetings: 2nd Fridays, 11:30am-1:30pm, In-person & Zoom
Contact: Arielle Locke (Administrative Assistant to the Academic Senate), Delores Loedel (Chair)

Faculty Members

1. Delores Loedel, Chair (since 2026)
2. John Makevich, (Administrator)
3. Rica French (continuing member)
4. Ansina Green (continuing member)
5. Ghada Osman (continuing member)
6. Andrea Petri (continuing member)
7. Tricia Hoste (continuing member)
8. Bruce Hoskins (continuing member)
9. Lynnie Trzoss (continuing member)
10. Aaron Roberts (continuing member)
11. Brian Page, Associate Faculty (continuing member)
12. **Kristopher Horton, Associate Faculty* (new member)**
13. Shawntae Mitchum, Associate Faculty*, (continuing member)
14. Tyrone Nagai (new member)
15. Adrea Gonzalez-Karlsson (new member)
16. Jim Julius, MOE co-chair (continuing member)
17. Erica Duran, Joyful Teacher (continuing member)
18. Israel Patrana, DEqCC Chair (continuing member)

*Contingent on contract/assignment

no member term length; no committee size limit
committee is subject to Brown Act Laws

Salary Advancement Committee (SAC)

Ensure the integrity of the professional growth process and support colleagues in the preparation of quality applications for advancement on the salary schedule | Salary Advancement Committee Website

Meetings: Once a Semester (and As Needed), In-person & Zoom
Contact: Angela Senigaglia (Chair)

Faculty Members

1. Angela Senigaglia, Chair (since 2025)
2. Lilia Vidal (continuing member)
3. Wendy Horton (continuing member)
4. Janeen Apalatea (continuing member)
5. Sam Arenivar (continuing member)
6. Donny Munshower (continuing member)
7. Eric Snortum (continuing member)
8. Leola Powers (new member)
9. Open

no member term length; no committee size limit
committee is subject to Brown Act Laws

Sabbatical Leave Subcommittee (SLC)

Ensure the integrity of the sabbatical leave process and support professional development by assisting colleagues in preparation of applications and reports | Sabbatical Leave Subcommittee Website

Meetings: Twice a Semester (and As Needed), In-person & Zoom; Members work directly with faculty applicants and report writers; fall, heavy reading load
Contact: Luke Lambert (Chair)

Faculty Members

1. Luke Lambert, Chair (since 2026)
2. Christina Sharp (continuing member)
3. Gail Meinhold (continuing member)
4. Dean Ramos (continuing member)
5. John Kirwan (continuing member)
6. Ruth Gay (continuing member)
7. Claudia Flores (new member)
8. Open
9. Open

*members must have taken sabbatical; no member term length; no committee size limit
committee is subject to Brown Act Laws

Operational Committees and Roles of the Academic Senate

Elections Committee

Supports the election of faculty to the Academic Senate, Faculty Assembly Executive Team and MiraCosta Academic Associate Faculty Executive Team | Elections Information Website

Meetings: Works primarily through electronic correspondence
Contact: John Phillips (chair)

Faculty Members

1. John Phillips, Chair (since 2026)
2. Pierre Goueth
3. Allison Perkins

*3 members: chair manages election design/communication/set-up/disputes, etc.; one member collects full-time election nominations; one member collects part-time nominations

Liaisons of the Academic Senate

Supports the Academic Senate with information on key areas of academic and professional matters by remaining current on issues and by reporting to the Academic Senate | ASCCC Liaison Website

Meetings: Works primarily through electronic correspondence

Faculty Members

1. Jim Julius, OER ASCCC Liaison
2. Christina Sharp, CTE ASCCC Liaison
3. Thao Ha, ASCCC Guided Pathways Liaison
4. [open position], Legislation ASCCC Liaison
5. Oswaldo Ramirez, Noncredit ASCCC Liaison
6. [open position], Credit for Prior Learning ASCCC Liaison for Area D
7. Lise Flocken, NCHEA MCC Liaison

Campus Advisory Committees

Awards and Scholarships Advisory Committee

Members read 20-30 scholarship applications in the fall and spring; a subgroup also convenes (2-3 hours) in spring to select the Medal Of Academic Merit candidates

Meetings: Works primarily through electronic correspondence
Organizer: Alison Cotter

Faculty Members

*Contingent on contract/assignment

1. Laura Hayek
2. Dean Ramos
3. Kelly Hagen
4. Yoshimi Hayashi
5. Steven Deineh
6. Thong Nguyen
7. Jill Ventrone
8. Jo Moore, Associate Faculty*
9. Vacancy*

Career Education Advisory Group

Provides strategic guidance and coordinated recommendations to align MiraCosta College's career education and workforce efforts to local residents and employer priorities | Committee Charge

Meetings: Monthly on Thursdays, 90 minutes, Hyflex
Organizer: Ben Gamboa

Faculty Members

1. Michael Paulding
2. Barbara Juncosa
3. Christina Sharp
4. Paul Clarke
5. Eric Carstensen
6. David Parker
7. Karina Duarte-Braunstein
8. Erica Duran
9. Rich Dicker
10. Min Choi
11. Leigh Cotnoir
12. Rick White
13. Yvette Duncan
14. Waldemar Perez
15. Jeff Higginbotham
16. Sean Fanning
17. Iris Ayala-Swindell
18. Jennifer Paris
19. Ignacio Castaneda Garcia
20. Phillip Boland

*Contingent on contract/assignment

Caring Campus Committee

Charged with advancing a culture of care by institutionalizing behavioral commitments that strengthen belonging, engagement, and connection among students and employees. Through intentional collaboration, equity-minded practices, and shared responsibility, to create a campus where everyone feels seen, supported, and valued.
Meetings: TBD
Organizer: Kimberly Holmes
Faculty Members
1. Sean Davis

Campus Advisory Committee

Deliberates on matters of safety and operational campus needs and makes recommendations to the Vice President of Administrative Services | Campus Advisory Committee SharePoint Site

Meetings: 2nd Fridays 1:00pm-2:30pm, Zoom
Organizer: Sandra Chavez (contact) and Tom Macias (chair)

Faculty Members
1. Nate Scharff
2. Catherine Walker
3. Jennifer Paris
4. Open

Commencement Advisory Committee

Contribute to the design and planning of MiraCosta's Commencement Ceremony

Meetings: one meeting end of fall semester; spring semester, 2nd and 4th Tuesdays, 2:00PM - 3:00PM
Organizer: Terrence Shaw (chair)

Faculty Members
1. Hilda Gomez-Zinn
2. Alexis Faust-Rolland, Associate Faculty*
3. Open

Dual Enrollment Advisory Committee

Advises on matters related to MiraCosta's Dual Enrollment Program

*Contingent on contract/assignment

Meetings: 4th Fridays (and adjusted to accommodate holidays), 1-3pm, Zoom
Organizer: Zhenya Lindstrom (chair) and Omar Jimenez (program manager)

Faculty Members

1. Amy Walker-Pinneo, Associate Faculty*, Faculty Coordinator
2. Shawn Firouzian
3. Oswaldo Ramirez
4. Natalie Gonzales
5. Leila Safralian
6. Antonio Ramirez, Associate Faculty*

Emergency Preparedness Advisory Group (EPAG)

Advises on matters related to MiraCosta's emergency preparedness planning

Meetings: Twice a semester, typically Tuesdays at 1:30, Zoom and in-person
Organizer: Chief Valencia Saadat

Faculty Members

1. Roland Estrella
2. Yana Gardiner
3. Shayla Turk
4. Oswaldo Ramirez
5. Krista Warren, Associate Faculty*

EOPS/CARE Advisory Committee

Assist the college in developing and maintaining an effective EOPS program and meet Title 5 regulation 56208.

Meetings: Once a semester, in-person (maybe Zoom)
Coordinator: Yesenia Balcazar

Faculty Members

1. Yesenia Balcazar, Coordinator, EOPS Faculty Coordinator
2. Candy Owens, EOPS Counselor
3. Freddy Ramirez, EOPS/CalWORKs Counselor
4. Stacey Mathis, Faculty
5. Eric Bishop, Faculty
6. Michelle Farnam, Faculty
7. Sarah Kirk, Faculty
8. Mary Gross, Faculty
9. Denise Villarrial Nealon, Associate Faculty*

EOPS/CARE full-time counselors, EOPS or CalWORKs counselors, and 4 faculty members not related to EOPS/CARE programs. Additional members include EOPS/CARE students, local high school, and four-year university representatives. Committee members will serve a two-year term without limits.

*Contingent on contract/assignment

Equal Employment Opportunity Advisory Committee (EEOAC)

Advises on matters related to MiraCosta's equal employment opportunity commitments

Meetings: Meeting time determine each year, In-person
Organizer: Hayley Schwartzkopf, Vice President of Human Resources

Faculty Members

1. Jose Sanchez
2. Freddy Ramirez
3. dara perales

Faculty Awards Committee

Celebrates faculty accomplishments by supporting nomination processes for local and statewide accolades and recognition | Faculty Awards Committee Website

Meetings: As Needed, In-person & Zoom
Organizer: Robin Allyn (chair)

Faculty Members

1. Robin Allyn, Academic Senate Coordinator, Chair
2. Janeen Apalatea
3. Eduardo Mariscal
4. Sinar Lomeli
5. Aaron Kilmer, Associate Faculty*
6. Susan Pynes, Associate Faculty*
7. Jim Julius, Past Chair

Financial Aid Advisory Committee

Reviews second level Satisfactory Academic Progress (SAP) appeals. Committee members review information Vaand complete a .pdf decision page. Typical volume is between 35-45 appeals per term.

Meetings: Meets once a semester, typically during flex week (or as needed), via Zoom
Coordinator: Mike Dear

Faculty Members

1. Yesenia Balcazar
2. Candy Owens
3. Robert Fulbright
4. Christina Sharp
5. Jill Ventrone
6. Daniel Alvarez, (Associate Faculty)*
7. Vacancy

*Contingent on contract/assignment

8. Vacancy

Hispanic Serving Institution Advisory Committee

Committee in transition; reach out to the Office of IDEA for info

Meetings: TBA
Organizer: TBA

Faculty Members

1. Freddy Ramirez
2. Pedro Morgado
3. Israel Pastrana
4. Kristine Arquero
5. Daniel Alvarez, Associate Faculty*
6. Kat Soto-Gomez, Associate Faculty*
7. Melody Vivar, Associate Faculty*
8. Iris Ayala-Swindell, Associate Faculty*

Honors Scholar Program Advisory Committee

Advises on matters related to MiraCosta's honors program

Meetings: Twice a month, scheduled by shared availability, in Zoom
Organizer: Tina Walker, Honors Coordinator

Faculty Members

1. Tina Walker, Chair
2. Khang Nguyen
3. Zika Perovic
4. Rob Bond
5. Lise Flocken
6. Billy Gunn
7. Daniel Ante-Contreras
8. Delores Loedel
9. Meaghan Baril, Associate Faculty*
10. Alexis Faust-Rolland, Associate Faculty*
11. Alexa De Alba (Resource Member)
12. Abigail Vivas-Orozco (Resource Member)

6-9 FT, 2 Couns, 1-2 Associates; 2 yr terms for members

IDEA Advisory Committee/Accessibility Workgroup

Workgroup leads coordinating efforts related to MiraCosta's Inclusion, Diversity, Equity, and Accessibility programs

*Contingent on contract/assignment

Meetings: As needed
Organizer:

Faculty Members Assigned by Role

1. Xuchi Eggleton, DEqCC member
2. Israel Pastrana, DEqCC chair
3. Jim Julius, DE Coordinator
4. Don Love, Counseling
5. Shawntae Mitchum, Associate Faculty*

International Education Advisory Committee

Advises on matters related to MiraCosta's international education and study abroad programs | MiraCosta's International Education Website

Meetings: 1st Fridays, 11:00am-1:00pm
Organizer: Anthony Ongyod (Co-Chair)

Faculty Members

1. Anthony Ongyod (Co-Chair)
2. Cristina Toharia
3. Jeff Murico
4. John Kirwan
5. Rob Bond
6. Donny Munshower
7. David Parker
8. Emiko Kiyochi
9. Luke Lambert
10. Andrea Petri
11. Rick White
12. Ruben Gomez
13. Stephen Torok

Math, Engineering, Science Achievement (MESA)

Workgroup leads coordinating efforts related to MiraCosta's Math, Engineering, Science Achievement program | MiraCosta's MESA Program Website

Meetings: Once a month, times to be determined, Zoom and in-person
Organizer: Jessica Perez-Corona

Faculty Members Assigned by Discipline

1. Theresa Bolanos, Chemistry
2. Nery Chapeton-Lamas, CS
3. Pedro Morgado, BIO

*Contingent on contract/assignment

4. Kellita Felton, Physics
5. Leila Safaralian, Math
6. Markus Berrien, Counseling Faculty

1 Counselor and a minimum of 4 STEM faculty who serve for fall 2026 and spring 2027

San Elijo Advisory Group

Advises on matters related to MiraCosta's San Elijo campus site and programs planning
Meetings: Twice a semester, 3rd Fridays, 9:00am-10:30am, Zoom and in-person
Organizer: Tony Burman (Co-Chair) and Eric Robertson (Co-Chair)

Faculty Members

1. Tony Burman, Co-Chair
2. Eric Robertson, Co-Chair
3. Eric Snortum
4. Luke Lambert
5. Lauren McFall
6. Rob Bond
7. Jed Schlueter
8. Carmen Hamson, Associate Faculty*

Service Learning Advisory Committee

Advises on matters related to MiraCosta's student accessibility services

Meetings: Once a semester, Hyflex
Organizer: Nancy Magpusao Burke
Faculty Members

1. Min Choi
2. Thong Nguyen
3. Jacob Strona
4. Robin Allyn, Associate Faculty*
5. Veronica Bloss

Student Accessibility Services (SAS)

Advises on matters related to MiraCosta's student accessibility services

Meetings: Once a semester in Zoom
Organizer: Jeff Higginbotham

Faculty Members

1. Magdalena Zepeda
2. Jeff Higginbotham
3. Michelle Farnam

*Contingent on contract/assignment

4. Robert Kelley
5. Hilda Gomez-Zinn
6. Daniel Ante-Contreras
7. Krista Warren (Associate Faculty)*
8. David Bonds
9. Veronica Bloss
10. Himgauri Kulkarni
11. yoshimi hayashi

Student Conduct and Police Advisory Committee

Supports equity-minded, trauma-informed improvements to our student conduct and campus policing processes | Student Conduct and Police Advisory Charter

Meetings: 2nd Wednesdays, 3pm-4pm, Zoom and In-person
Facilitator: Elba Gomez, VP of Administrative Services

Faculty Members

1. Thao Ha, Instructional Faculty
2. Ruben Gomez, Instructional Faculty
3. Don Love, General Counseling
4. Shayla Turk, SAS Counselor
5. Abby Burd, Mental Health
6. Ghada Osman, Mental Health
7. Israel Pastrana, DEqCC chair
8. open, Associate Faculty*

Student Services Council

Meetings: As needed
Organizer: Lise Flocken

Faculty assigned by virtue of role

1. Lise Flocken
2. Yesenia Balcazar
3. Jeff Higginbotham

Sustainability Advisory Committee

Advises on matters related to MiraCosta's commitments to sustainability

Meetings: 3rd Fridays 10:30-12:00pm via Zoom
Organizer: Sandra Chavez (contact)

Faculty Members

1. Theresa Bolanos
2. Robert Falero
3. Eric Carstensen
4. Steve Torok
5. Janelle West

Transfer Center Advisory Committee

Meetings: meets ad hoc for reporting purposes
Organizer: Jed Schlueter

Faculty Members

1. Jed Schlueter
2. Kristi Wish
3. Freddy Ramirez
4. David Bonds
5. Arlie Langager
6. Alexa De Alba (Associate Faculty)
7. Abigail Vivas - Orozco (Associate Faculty)

Veterans Advisory Committee

Advises institutional leadership on strengthening services, policies, and support for student veterans, active-duty military members, and their dependents | Veterans Advisory Committee Charter

Meetings: TBD
Facilitator: Jill Ventrone (chair)

Faculty Members

1. Jill Ventrone, Chair
2. Jake Strona
3. Katherine Steelman
4. Lesley Doig
5. Donny Munshower
6. Shaylah Turk

Additional Assignments

Committee on Exceptions

Guides processes when students feel that verified extenuating circumstances justify deviating from policy or procedure | Committee on Exceptions Composition and Charge

*Contingent on contract/assignment

Meetings: Twice a month Thursday for 1.5 hours, Zoom
Organizer: Valerie Lopez (Administrative Assistant to the Dean) and Ailene Crakes (Dean of Counseling)

Faculty Members

1. Jed Schlueter, Counseling Faculty Representative - San Elijo (1st term; ends Sp29)
2. Arti Duo, Counseling Faculty Representative - General (1st term; ends Sp29)
3. Ticey Hosley, Articulation Officer Representative (1st term; ends Sp28)
4. Michelle Farnam, Student Accessibility Services Representative (1st term; ends Sp28)
5. Rhonda Welch-Scalco, Instructional Faculty Representative (1st term; ends Sp27)

NCHEA Board

Meetings: once a month Thursday, 3:30pm-5:00pm, Zoom and in-person
Organizer: Lise Flocken

Faculty Members Assigned by Role

1. Jed Schlueter, Transfer Center Coordinator-Required by NCHEA Bylaws
2. Delores Loedel, PDP Coordinator – Required by NCHEA Bylaws

Traffic and Parking Committee

Meetings: Completes a safety walk of each campus and meets once per semester, in-person
Organizer: Chief of Police, Valencia Saadat

Faculty Members

1. Matt Falker
2. Veronica Bloss
3. Adrean Askerneese

Bargaining Groups

MiraCosta Academic Associate Faculty (MCCAAF)

Meetings:
Organizer: Krista Warren (President)

Executive Committee (Elected Faculty)

1. Krista Warren Yagubyan, President (Noncredit, General)
2. Laura Carlsson, Vice President (International Languages)
3. Dawn Diskin, Secretary (Business)
4. Mark Stadwiser, Treasurer (Business)

*Contingent on contract/assignment

Faculty Assembly Council (FA)

Meetings: 2nd and 4th Fridays 12pm-2pm in-person
Organizer: Billy Gunn (President)

Executive Committee (Elected Faculty)

1. Billy Gunn, President (Film)
2. dara, Vice President (Letters)
3. Luke Lara, Ombudsperson (Counseling: General)
4. Michelle Farnam, Exec Treasurer (SAS)
5. Jeanine Sepulveda, Exec at Large (Biology)
6. Mary Gross, Immediate Past President (ESL)

Faculty Assembly Council (Appointed by the FA President)

1. Abby Burd, Councilperson (Mental Health Counseling)
2. Min Choi, Councilperson (Media Arts & Technologies)
3. Paul Clarke, Councilperson (Drafting Design)
4. Rich Dicker, Councilperson (Nursing)
5. Leigh Cotnoir, Councilperson (Media Arts & Technology)
6. Lesley Doig, Councilperson (History)
7. Steve Isachsen, Councilperson (Computer Studies)
8. Mark Laurel, Councilperson (Math)
9. Sinar Lomeli, Councilperson (General Counseling)
10. Richard Ma, Councilperson (Library)
11. Kent McCorkle, Councilperson (Chemistry)
12. Casey McFarland, Councilperson (Kinesiology Health Nutrition)
13. Michelle Odom, Councilperson (Nursing)
14. Jacob Strona, Councilperson (Letters)
15. Kristi Wish, Councilperson (Transfer Counseling)
16. Katherine Steeman, Councilperson (Ethnic Studies)
17. Jose Sanchez, Councilperson (Noncredit General)

*Contingent on contract/assignment

Salary Advancement Application Approvals 2027-28

Live Link to Overview

Denise Stillinger
Nomination for Associate Faculty Emeritus States

In accordance with Administrative Procedure 7280.5 , the MiraCosta's Academic Senate hereby nominates Denise Stillinger to the Board for Associate Faculty Emeritus status. We certify, per Board and Administrate policy, that Denise Stillinger has demonstrated a " sustained commitment to the college and its welfare as evidenced by significant and meritorious college service outside the individual's primary responsibility, including committee work and/or other services verifiable by Academic Senate or department records."

Beyond her decades of service as a Biology instructor, Denise Stilinger has also played a key role in securing and coordinating Eisenhower and NIH Bridges to the Future grants for MiraCosta Students contributing directly to the college's commitment to promoting inclusion and equity in STEM education. She also served for many years as a member of MiraCosta's Foundation Board where she has emeritus status and in 2024 was recognized by the Foundation as Philanthropist of the Year. She has also been recognized by the Encinitas City Council and San Diego County Board of Supervisors for her work as an environmentalist, equity advocate and philanthropist.

MiraCosta's Academic Senate proudly and enthusiastically recommends Denise Stillinger to our Board for Associate Emeritus Status and thanks Denise for her extraordinary impact on our college and students.

ENCINITAS

Proclamation

OFFICE OF THE MAYOR *of The* CITY OF ENCINITAS

WHEREAS, Denise Stillinger has dedicated over three decades of service as a cherished associate faculty member in the Biological Sciences Department at MiraCosta College, tirelessly advancing educational opportunities and inspiring generations of students, and was recently honored as the 2024 Philanthropist of the Year at MiraCosta College; and

WHEREAS, Denise has extended her impact far beyond the classroom by administering critical grant-funded initiatives, including the Eisenhower Post-Secondary Education grant and the NIH Bridges to the Future Grant, to support underrepresented students in science and mathematics, fostering a more inclusive and diverse academic community; and

WHEREAS, as a co-founder of the Nature Collective, Denise has been a visionary leader in conservation, earning prestigious accolades such as the "Cox Conserves Hero" award and being honored with a day named in her recognition by the San Diego County Board of Supervisors, highlighting her profound commitment to environmental preservation; and

WHEREAS, Denise serves as a valued member of the Rancho Santa Fe Foundation and the MiraCosta College Foundation boards, advocating for the inclusion of diverse perspectives and championing community engagement.

NOW, THEREFORE, I, Tony Kranz, Mayor of the City of Encinitas, along with all City Council Members do hereby congratulate Denise Stillinger on being named the 2024 Philanthropist of the Year at MiraCosta College and recognize her sustained philanthropic commitment, her transformative influence on student success and her exceptional service to the community.

Dated this 13th day of November 2024

Tony Kranz
Mayor

Allison Blackwell

Bruce Ehlers

Fall 2026
Academic Senate
HyFlex Recommendations

1. **The Need for Data**
   Although HyFlex courses make up a very small percentage of MiraCosta's course offerings, the Academic Senate strongly recommends that the college track student enrollment, retention, success, and disproportionate impact for classes taught in this modality in order to facilitate better decision making about HyFlex scheduling and the development of HyFlex support resources.

2. **The Continuation of Current Scheduling Practices**
   Because of the current unavailability of key data and the generally slow growth of HyFlex offerings over the past few years, the Academic Senate recommends that the college continue its current practice of developing HyFlex options on a class by class basis in those instances when departments and their deans determine these courses to be a valuable and viable option.

3. **In Class Instructional Support for Credit Hyflex Class**
   The Academic Senate recommends that credit HyFlex classes be assigned in class instructional support similar to the instructional aide model deployed in non-credit classes..

These recommendations are an update of the recommendations approved by the Senate last year and provide more detailed information about HyFlex classes at MiraCosta and more specific and detailed recommendations.

III. Courses

The following details the course options or training that may be submitted for the purpose of salary advancement. Please be aware that these options cannot be funded by MiraCosta College in any way. This includes any professional development funds, department funds, stipends, etc. used to take courses or receive training, as well as any courses for which the applicant has received an enrollment fee reimbursement.

Eligible course types:

A. **Graduate or upper division courses** are highly recommended for salary advancement.

B. **Accredited international college or university courses** are permitted based on prior review by SAC and approval by the Academic Senate and the Superintendent/President before the courses are taken. Candidates interested in this option should be prepared for the following:

   a. In addition to a complete salary advancement application with a Statement of Purpose and Course Descriptions, these applications must additionally include proof of accreditation for the international college/university/program/courses you are interested in.
   b. Upon receipt of the application and supporting documents, the SAC chair and Administrative Assistant will compose a memo of support to be signed by the Academic Senate President and the Superintendent/President. The appropriate HR representative will also be cc'ed on this memo to support early coordination on foreign transcripts.
   c. The signed memo will then be included in the candidate's application and will be presented to the SAC at the next appropriate meeting.
   d. Upon course/program completion, the candidate will work with HR to identity an appropriate foreign transcript evaluation agency. The district does not use a standard conversion for foreign credits; units are based solely on the professional agency's course-by-course recommendation.The final number of units eligible for salary advancement will be determined by coursework and a formal evaluation by the International Credential Agency in consultation with Human Resources.

   *The required transcription and fees will be the responsibility of the applicant.

C. **Lower division courses**, up to a maximum of eight (8) semester units, taken at accredited colleges or universities may be granted credit toward salary advancement. The applicant should obtain prior approval from SAC before starting any lower division courses.

D. **Vocational/Technical** courses or training, up to a maximum of eight (8) semester units, may be granted credit toward salary advancement. One semester unit of credit may be awarded for each forty-eight (48) hours of verified work. The applicant should obtain prior approval from the SAC before starting any vocational/technical coursework or training intended for salary advancement. The applicant should also verify that the vocational/technical training completed will be available on a transcript upon completion. Certificates are not sufficient.

Note regarding extension courses:
If a faculty member enrolls in an extension course partnered with a regionally accredited university, the faculty member must dual-enroll in the course at the partnered university to receive credit. (For example @ONE courses through Fresno Pacific University.) A separate fee due to the university may apply. This statement does not guarantee that every extension course offers this dual enrollment option. The faculty member should check the availability of this option for each class in which they will enroll.

Upon completion of any coursework/training, official transcripts (or a transcript evaluation from a

Dual Enrollment and Academic Senate 10+1 Responsibility

Our inquiry is guided by the understanding that expanding access to college courses does not necessarily ensure equitable access to meaningful college learning and human connection. We want to better understand not only who participates in Dual Enrollment and how students are doing in those classes, but also how these programs are designed, taught, supported, and evaluated to provide equitable opportunities for intellectually engaging and personally meaningful learning experiences. The Academic Senate's 10+1 responsibilities provide a framework for exploring these questions and strengthening faculty participation in this work.

The Big Picture

For the 2023–24, 2024–25, and 2025–26 academic years, we would like to explore:

- **Access and participation:** Who participates in Dual Enrollment, and at which schools? Which classes are we offering from which disciplines? How do participation rates, disaggregated by race, ethnicity, gender, socioeconomic status, disability, and other relevant characteristics, compare with the demographics of participating high schools?
- **Retention and success:** How do Dual Enrollment retention and success rates compare with MiraCosta's overall rates and appropriate high school comparison groups?
- **Disproportionate impact:** What inequities emerge when we disaggregate participation, retention, success, and subsequent educational outcomes?
- **Long-term outcomes:** What happens to Dual Enrollment students after high school? Do they continue at MiraCosta, attend other colleges or universities, or enter the workforce? How do outcomes vary across student populations?
- **Barriers to participation:** What do we know about students who do not participate and the barriers that may limit their access?

Academic Senate Responsibilities

We are concerned that the Academic Senate has not been sufficiently engaged with Dual Enrollment in its 10+1 areas. We need to better understand how the college and faculty are working together to ensure educational quality, equitable opportunities, and meaningful learning experiences for Dual Enrollment students.

Our central question is: What structures and processes are necessary to ensure that the Academic Senate and discipline faculty can exercise their 10+1 responsibilities consistently and meaningfully as Dual Enrollment continues to develop?

In particular, we would like to explore how faculty are consulted and actively involved in the following areas:

1. Curriculum: How do faculty ensure consistency between approved Course Outlines of Record and actual instruction, including content, instructional methodologies, contact hours, assignments, and assessment? How do these elements reflect and respond to students' diverse cultural, linguistic, and educational experiences?

2. Degree and Certificate Requirements: What role do Dual Enrollment courses play in meeting high school, college degree, certificate, and transfer requirements? How are faculty involved in reviewing these requirements and ensuring that students understand how their credits apply?

3. Grading: How is MiraCosta faculty authority over grading criteria and policies maintained in Dual Enrollment settings? How are differences between college and high school grading expectations addressed?

4. Educational Program Development: What role do faculty play in developing and evaluating Dual Enrollment pathways and programs, including decisions about which courses are offered at particular schools? How are faculty involved in aligning curriculum and teaching methodologies with pathway and cohort needs? How do these decisions reflect the interests and aspirations of students, particularly those historically underserved by higher education? How do these programs create opportunities for meaningful engagement among students, faculty, and the broader college community?

5. Student Preparation and Success: How are prerequisites established and met, and how are student learning outcomes and core competencies evaluated? How do academic, counseling, accessibility, and other support services address the needs of diverse student populations? What do we know about students' experiences of belonging, intellectual engagement, human connection, and confidence as college learners?

6. Governance Structures: How is Dual Enrollment integrated into governance processes and committees, including Academic Affairs and program review? What opportunities do the Senate and discipline faculty have for meaningful consultation and participation before new partnerships, pathways, or significant program changes are implemented?

7. Accreditation: How is Dual Enrollment presented and evaluated in accreditation processes and reports? What role do faculty play in developing and reviewing those reports?

8. Faculty Professional Development: How are college faculty prepared to teach effectively in high school environments? How are high school teachers serving as MiraCosta faculty integrated into institutional and discipline-level professional development and conversations about curriculum, instructional methodologies, assessment, equitable teaching practices, and student learning?

9. Program Review: How are Dual Enrollment offerings evaluated through departmental and institutional program review? How are faculty involved in examining disaggregated participation and outcomes, identifying equity gaps, and developing and evaluating responses to those gaps?

10. Institutional Planning and Budget Development: What are the planning and budget development processes related to Dual Enrollment, and how are faculty involved in establishing priorities and evaluating resource needs? How do planning and resource allocation decisions support equitable access to Dual Enrollment opportunities, meaningful learning experiences, and the academic and student support services necessary for student success?

MiraCosta +1 Areas

1. Academic Calendar: How do differences between college and high school calendars affect course planning, instruction, and grading?

4. Equivalency Procedures: How are minimum qualifications and equivalency procedures applied to high school teachers serving as MiraCosta faculty? What role do college faculty and discipline experts play in determining instructor qualifications and maintaining academic standards?

5. Academic Freedom: How are MiraCosta's academic freedom policies and procedures applied and protected in partner high schools?

Acceleration and the Academic Senate's 10+1 Responsibilities

Our inquiry is guided by the understanding that expanding access through accelerated courses and programs does not necessarily ensure equitable access to meaningful college learning and human connection. We want to better understand how acceleration affects student participation, success, and educational experiences, particularly for historically underserved and/or disproportionately impacted students. We also want to examine how accelerated courses and programs are developed, taught, supported, and evaluated to ensure equitable opportunities for intellectually engaging and personally meaningful learning. The Academic Senate's 10+1 responsibilities provide a framework for exploring these questions, ensuring teaching and learning excellence, and strengthening faculty leadership.

The Big Picture

For the 2021–22 through 2025–26 academic years, along with current offerings and future plans, we would like to explore:

- **Growth and development:** How have eight-week and other accelerated offerings evolved? Which courses, disciplines, and programs offer accelerated instruction? How have enrollment, scheduling, and instructional modalities changed, particularly the proportion of accelerated courses offered fully on-ground, hybrid, and fully online?
- **Access, participation, and choice:** Who enrolls in accelerated courses and programs, and how does participation vary across student populations? To what extent are students selecting acceleration based on informed educational preferences, and to what extent are institutional scheduling practices determining their options? Are traditional-length alternatives consistently available?
- **Retention and success:** How do retention, successful completion, grade distributions, and subsequent academic outcomes compare with traditional-length sections of the same courses? How do these comparisons account for differences in student populations, instructional modalities, and program supports?
- **Disproportionate impact:** What inequities emerge when participation and outcomes are disaggregated by race, ethnicity, gender, socioeconomic status, disability, age, enrollment status, and other relevant characteristics? Which populations benefit from acceleration, and which face additional challenges?
- **Student workload and scheduling:** How many students combine accelerated and traditional-length courses? What are their actual weekly instructional and independent-study demands during overlapping periods? How do these patterns affect retention, success, equity, and opportunities for meaningful learning?
- **Long-term outcomes:** How does acceleration affect persistence, credit accumulation, subsequent course success, degree and certificate completion, and transfer?
- **Student experiences:** What do students tell us about workload, intellectual engagement, opportunities for reflection and revision, relationships with faculty and peers, and access to academic and student support services?

Academic Senate Responsibilities

We are concerned that the Academic Senate has not been sufficiently engaged in examining the development, expansion, and educational implications of accelerated courses and programs within its 10+1 areas. We need to better understand how the college and faculty are working together to ensure educational quality, equitable opportunities, and meaningful learning experiences as accelerated offerings develop.

Our central question is: What structures and processes are necessary to ensure that the Academic Senate and discipline faculty exercise their 10+1 responsibilities consistently and meaningfully in the development, delivery, and evaluation of accelerated courses and programs?

In particular, we would like to explore how faculty are consulted and actively involved in the following areas:

1. Curriculum: How do faculty ensure that accelerated courses meet all approved Course Outline of Record requirements, including content, contact hours, independent-study expectations, instructional methodologies, assignments, and assessment? How are required instructional hours distributed between scheduled on-ground instruction and asynchronous online activities in accelerated hybrid courses? What processes ensure that asynchronous instructional activities satisfy applicable COR and instructional-hour requirements, and how are these processes documented and evaluated? How does acceleration affect opportunities for reflection, sustained intellectual engagement, revision, and mastery of course material? What role do discipline faculty play in determining which courses are appropriate for acceleration?

2. Degree and Certificate Requirements: How are accelerated courses integrated into degree, certificate, and transfer pathways? How are faculty involved in developing and evaluating these pathways? How do we ensure that acceleration supports meaningful academic progression and preparation for subsequent coursework rather than simply faster credit accumulation?

3. Grading: How are faculty grading authority and academic standards maintained in accelerated courses? What do comparisons of grading practices and outcomes across accelerated and traditional-length sections reveal about assessment and student learning? How do we distinguish successful course completion from demonstrated mastery of course material?

4. Educational Program Development: What role have faculty played in developing, expanding, and evaluating accelerated programs such as FastTrack? How are decisions made about which courses, disciplines, and pathways are accelerated? How have accelerated offerings changed across instructional modalities, particularly between fully on-ground and hybrid formats? What educational considerations and faculty-led evaluations inform decisions to combine acceleration with hybrid instruction? How do these decisions affect equitable opportunities for meaningful engagement and human connection?

5. Student Preparation and Success: How do we determine which students and courses are well served by acceleration? How do advising, registration, and scheduling processes help students understand the demands of accelerated instruction and manage overlapping eight- and sixteen-week workloads? How are prerequisites, student learning outcomes, and core competencies evaluated? How do academic, counseling, accessibility, and other support services meet students' needs within compressed schedules? What do we know about students' experiences of belonging, intellectual engagement, human connection, and confidence as college learners?

6. Governance Structures: How are decisions about accelerated courses and programs integrated into existing governance processes and committees, including Academic Affairs and Curriculum and Programs? How are faculty involved in evaluating cumulative scheduling demands across disciplines and programs? What

opportunities do the Senate and discipline faculty have for meaningful consultation and participation before accelerated pathways are introduced, expanded, or significantly changed?

7. Accreditation: How are accelerated courses and programs evaluated and represented in accreditation processes and reports? What role do faculty play in documenting compliance with instructional requirements, evaluating student learning, and assessing the educational effectiveness of accelerated instruction?

8. Faculty Professional Development: How are faculty supported in designing and delivering accelerated instruction that maintains academic quality, equitable teaching practices, and meaningful learning? What professional development addresses course design, instructional workload, assessment, accessibility, student engagement, and human connection? How are effective practices and faculty experiences shared and evaluated across disciplines?

9. Program Review: How are accelerated offerings evaluated through departmental and institutional program review? How are faculty involved in comparing accelerated and traditional-length sections across different instructional modalities, examining disaggregated participation and outcomes, identifying disproportionate impact, and developing and evaluating responses to equity gaps? How do program review findings inform decisions about the continuation, expansion, or modification of accelerated offerings?

10. Institutional Planning and Budget Development: What institutional planning and budget processes guide the development and expansion of accelerated courses and programs? How are faculty involved in establishing priorities, evaluating educational needs, and determining appropriate resource allocations? How do scheduling and planning decisions account for the cumulative workload of students combining accelerated and traditional-length courses? How do resource allocations ensure that faculty have appropriate instructional resources and that students have equitable access to counseling, tutoring, accessibility services, and other academic supports throughout accelerated terms? How are educational quality, meaningful learning, and equity incorporated into decisions about future expansion?

MiraCosta +1 Areas

1. Academic Calendar: How do accelerated scheduling structures affect instructional time, student and faculty workloads, course sequencing, and the availability of academic and student support services? What role does the Senate play in developing and evaluating these scheduling structures?

2. Prioritization of Full-Time Faculty Hiring: How does the expansion of accelerated courses and programs influence faculty staffing needs, instructional continuity, and hiring priorities? How are discipline faculty and the Senate involved in evaluating these needs and establishing priorities?

5. Academic Freedom: How are faculty academic freedom and pedagogical autonomy protected within structured accelerated pathways? How do institutional expectations for scheduling, course design, and instructional delivery affect faculty authority over teaching, learning, and assessment?

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ACKNOWLEDGEMENTS

The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges – A 2025 Update

Fall 2025
Topic Counseling
Committee Transfer, Articulation, and Student Services Committee
Resolutions Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges" (/resolutions/update-asccc-paper-role-counseling-faculty-and-delivery-counseling-services-california)
Adopt the Paper, "The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges - A 2025 Update" (/resolutions/adopt-paper-role-counseling-faculty-and-delivery-counseling-services-california)



INTRODUCTION

Since the last comprehensive update to *The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges* (2012)[1], the landscape of higher education, and the work of counseling faculty, has been profoundly reshaped. The COVID-19 pandemic transformed service delivery, rapidly expanding online modalities and exposing inequities that demanded

more intentional, equity-minded, and trauma-informed counseling practices. Counselors adapted to new technologies, navigated unprecedented student mental health needs, and developed innovative approaches to meet students where they are, both virtually and in person.

In parallel, the California Community Colleges Chancellor's Office adopted Vision 2030[2], a bold framework centered on equity in success, equity in access, and equity in support. This vision underscores the essential role of counseling faculty in guiding students through complex educational and career pathways, and advocating for systemic changes that remove barriers to achievement. Counselors are uniquely positioned to advance the Vision 2030 strategic directions, equitable baccalaureate attainment, equitable workforce and economic development, and the future of learning, through their direct work with students and their participation in governance and institutional planning.

With all these changes, passed at the 2024 Fall Plenary Session, Resolution 111.01 F24[3] directed the Academic Senate to update the paper:

> *Whereas, The COVID-19 pandemic fundamentally shaped how counseling and student services faculty provide support for students through the increased use of technology to serve students both in-person and remotely and increased the need to address mental health issues among college-aged students through trauma-informed care];*
>
> *Whereas, The California Legislature has enacted AB 705 (2017, Irwin) and AB 1705 (2021, Irwin), which have impacted counseling roles and practices regarding advisement of students regarding placement for math, English, and English as a Second Language;*
>
> *Whereas, California community colleges have adopted the guided pathways framework and the California Community Colleges Chancellor's Office has developed and adopted Vision 2030 to close equity gaps and meet California's workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups such as African American/Black, Latinx/e, undocumented, system impacted, Foster Youth, LGBTQIA, and Native American; and*
>
> *Whereas, The Academic Senate for California Community College's paper The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges has not been updated since 2012;*

Resolved, That the Academic Senate for California Community Colleges update the paper The Role of Counseling Faculty and the Delivery of Counseling Services in California Community Colleges to include equitable practices in counseling regarding course placement, educational planning, appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering counseling services, the adoption of guided pathways, increased focus on career counseling, trauma-informed practices in providing crisis counseling, and the practice of case management to support student's basic needs by spring 2026.

This 2025 update, developed by the Academic Senate for California Community Colleges, reflects the evolving realities of counseling in a post-pandemic, Vision 2030-aligned environment. It addresses changes in legislation, placement, guided pathways, noncredit education, technology integration (including artificial intelligence), professional development, and the roles of paraprofessionals and faculty advisors. Most importantly, it affirms the enduring, central role of counseling faculty in ensuring that every student in the California Community Colleges has equitable access to the guidance, advocacy, and support necessary to achieve their educational, career, and personal goals.

WHAT'S NEW IN THE 2025 EDITION?

Recent updates expand and deepen the discussion of counseling, reflecting policy changes, evolving student needs, and emerging practices.

Key additions include:

- **Governance & Advocacy:** Enhanced coverage of counselors' roles in 10+1 academic and professional matters and engagement in participatory governance.
- **Workload & Staffing:** Updated student-to-counselor ratio data, along with recommendations for hiring prioritization and consideration of part-time and non-tenured counselor roles.
  Scope of Practice: Clarified distinctions between counseling and advising, including the roles of paraprofessionals such as success coaches, and expanded definitions of general, career, and personal counseling.
- **Equity & Student Support Practices:** New emphasis on trauma-informed, cultural humility, and equity-minded counseling approaches.
- **Policy & Placement:** Incorporated recent changes to placement (AB 705/1705) and their impact on counseling, with attention to recent Title 5 §55524[4] changes to education plan requirements.

- **Specialized Counseling Areas:** Added or expanded sections on guided pathways, noncredit counseling, career counseling, personal/mental health counseling (with minimum qualification distinctions), and special program and categorical program counseling.
- **Counselors as Faculty:** Discussion of teaching roles and intersections between instruction and counseling.
- Technology & Modalities: Coverage of virtual counseling, technology needs, and the integration of AI tools into counseling services.
- **Professional Growth:** Updated professional development opportunities for counselors to address emerging practices and technologies.
- **Recommendations:** Final section includes updated actionable suggestions for local academic senates on hiring priorities, governance engagement, and leveraging both full-time and part-time counselor expertise.

PURPOSE OF THE PAPER

The purposes of this paper are fourfold. First, it clarifies the role of the counseling discipline within the context of the California Community College system. Second, it provides a foundation for discussion of the uses and restrictions of paraprofessionals and faculty advisors in the delivery of counseling services. Third, it offers updates on the roles and importance of California Community College Counselors in student success. Fourth, it provides insight into roles of counseling faculty in policy development around academic and professional matters. In this time of increased student demand, legislated mandates, and focus on closing equity gaps, this document provides local academic senates with a planning resource to be used when developing policy and implementing recommendations related to counseling and academic and professional matters (Title 5 §53200 (b)).[5]

The core functions of counseling programs are detailed in Academic Senate's Standards of Practice for California Community College Counseling Programs (2008)[6] and have not changed in their core mission over the past 30 years. Rather, it is the recognition of the relevance and necessity of the counseling faculty role, and how counseling services are delivered, that has evolved in the context of a shifting educational landscape, technological advances, legislative mandates, and student needs. This essential document addressing this core mission is scheduled to be updated in 2026 with discussion of the impact of post-pandemic systems.

BACKGROUND

History of Counseling in the California Community Colleges

In 1979, the California Community Colleges Board of Governors received a Task Force report on the state of counseling in the California community colleges.[7] That report provided a clear statement of the educational and socio-cultural diversity of the student population and its counseling needs and eloquently described the need for and the complexity of the counseling role in providing support to students making their way through community colleges. A dominant theme of the report was the need for a generalist, trained in counseling skills and familiar with the entire curriculum, to work with students.

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

In 2003, an increasingly diverse student population, variable funding, and other legislative imperatives were still the norm, yet it was not until the Academic Senate adopted the Consultation Task Force report on Counseling (2003)[8] that attention was paid to how very little the system had been investing in student support services since the passage of the Matriculation Act in 1986 and AB 1725 in 1988. The report highlights survey results indicating an actual counselor-to-student ratio of 1:1918 in contrast to the recommended ratio of 1:900 which the task force calculated using the Title 5 §58732 formula. The report concludes with the assertion that “California public community college education again confronts a dire lack of fiscal resources. The core of the community colleges, to provide access and equitable opportunity, in is threatened by the dissipation of the state budget.”[9] It also confirms, “California community college students need much better access to counseling faculty at community colleges throughout the state “And finally, “The data show when there is access to adequate, comprehensive counseling services, student success is significantly enhanced. The data also show that access to counseling in our community colleges is inadequate by any measure”[10].

Then in 2006, with the unveiling of the Basic Skills initiative (BSI), the colleges continued attracting the most diverse students, the system was gearing up for higher graduation standards in mathematics and English, and the Legislature's interest in student success was increasing. The 2007 Basic Skills as a Foundation for Student Success in California Community Colleges outlined the program components necessary for basic skills students to be successful. To no one's surprise, the research validated the need for mandatory orientation, assessment, and placement, along with substantial and accessible counseling support that is integrated with academic courses and programs. A review of the literature revealed "a strong counseling component is characteristic of successful remedial programs…" and "key to this success is a program that integrates counseling with teaching and has a highly structured, easily accessible, and proactive format". Specifically, the literature pointed out that in a successful model, "counselors move from the role of crisis intervention to that of a more preventative, proactive function".[11] research further suggested that counselors trained specifically to work with developmental students must be responsible for the counseling of those students. While BSI funding provided the first opportunity since the Matriculation Act of 1986 to financially support select counseling efforts, it involves one-time monies restricted for use with basic skills students and therefore is not a feasible source of funds for hiring faculty. Additionally, the BSI funding, as a categorically funded program, is under constant threat of consolidation and defunding.

In 2011-12, California community colleges continue to be one of the most diverse systems of higher education in the nation and face the challenge of more legislative directives aimed to reform community colleges at a time of severe budget decreases. The Board of governors endorsed the Student Success Task Force recommendations (2012)[12], which again targets the importance of strengthening student support services if colleges are to improve student success. One of the recommendations mandates that every student have an education plan because of the significant improvement in student success of those students who have and follow such a plan. The task force recommendations and other initiatives in the system recognize the significant benefits of quality, comprehensive counseling supplemented with appropriate technology, yet community colleges are still challenged by the costs of providing counseling services in terms of both staffing considerations and technological development to meet student needs. But technology alone is insufficient to deliver counseling services, and the content of any technological tools used by students must be informed and maintained by counseling faculty. Today's students face a myriad of complex academic and personal issues as well as

concerns about succeeding in college, and quality counseling programs staffed by professional counseling faculty are critical to ensure that students achieve their educational and career goals. By helping students identify those issues and deal effectively with them through academic, career, and personal counseling, counseling faculty provide a means for students to be successful both academically and personally.

Evolution of Counseling Since the Last Paper

Since 2012, there has been a significant amount of legislation impacting the California Community Colleges shifting the focus from student access to student outcomes and closing student equity gaps. The Student Success Act of 2012 (SB 1456, Lowenthal)[13], otherwise known as Student Success and Support Program (SSSP), required the Board of Governors to establish policies around mandatory education planning for incoming students. This legislation and increased State funding, in conjunction with subsequent legislation and trailer bills that codified Guided Pathways[14] and the Student Equity and Achievement Program[15] have brought greater attention to the necessity and role of the counselor for student success.

The role of counselors further evolved with Assembly Bill 705 (2017), which required most students to be placed directly into transfer-level English and math using multiple measures rather than standardized placement tests. Counselors became pivotal in interpreting high school records, guiding students through accelerated learning pathways, and providing tailored support to help them succeed at higher placement levels. These changes significantly increased the demand for counseling services and made strategic academic planning more critical than ever.

In 2019, Assembly Bill 74 expanded the scope of counseling by providing one-time funding to create partnerships between community colleges and county or community-based mental health providers. This development integrated mental health services into the student support ecosystem, adding responsibilities such as mental health counseling, crisis prevention, and stigma reduction. Counselors began working more closely with mental health professionals, further broadening their role beyond academic and career guidance.

At the same time, counseling delivery methods evolved. Colleges increasingly adopted online counseling platforms, offering greater flexibility for students while clarifying the appropriate roles of paraprofessionals versus credentialed counselors. This technological shift allowed for expanded access, though it also required greater distinction of roles, new training, and infrastructure.

Despite these advancements, workload challenges have persisted. Student-to-counselor ratios in some colleges have remained high, creating barriers to providing high-quality, individualized support. These conditions, combined with ongoing equity gaps, have fueled repeated calls for increased staffing and improved access to counseling services, especially for students from marginalized communities.

Overall, the past decade has transformed counseling into a comprehensive, multi-faceted service that blends academic planning, mental health support, and equity-driven outreach. While progress has been substantial, sustaining these changes will require continued investment in staffing, training, and technology to meet the complex needs of California's community college students.

Impact of Covid-19 Pandemic on Counseling

Pre-Pandemic

Counseling faculty have always been a conduit for student success and are typically at the forefront of legislative changes enacted with the sole purpose of improving student and campus outcomes. While it stands to reason that with increased legislative changes there would be adequate funding to support these initiatives, counseling faculty continue to be the least staffed and resourced to meet the ever-changing landscape of our student body population and state mandates. Many times, the creativity and application of different pedagogical theories that counseling faculty wanted to provide to our students was usually tampered down by administrative restrictions or lack of campus commitment. Prior to the COVID-19 pandemic, counseling services did not enact such theoretical frameworks as Critical Race Theory and Liberatory Educational Outcomes. Pre-pandemic counseling services maintained the position that students needed to physically come to campus to get their personal, academic and career needs met.

COVID-19 Pandemic

March 2020 brought a rapid transformation to counseling services, with faculty needing to quickly adapt to the constraints of COVID-19. The delivery of student services shifted from in-person to online, with counselors becoming proficient in platforms like Zoom and Microsoft Teams. This shift required a rethinking of confidentiality laws, notably Family Educational Rights and Privacy Act (FERPA)[16], while delivering services online. While supporting students in achieving their educational goals remained central, counselors were now also tasked with addressing students' heightened challenges in areas such as basic needs, mental health, and overall health. To reach students, counselors

explored creative avenues, including social media platforms such as Instagram and TikTok, to connect with students where they are. The rapid transformations during this time demonstrate the commitment of counseling faculty to meet students where they are in terms of their diverse and pressing needs.

In addition, counselors had to quickly consider how to connect with fellow colleagues, including faculty, administration, and classified personnel while simultaneously striving to implement statewide initiatives and legislation. For example, while Guided Pathways was supported by a $150 Million California Community Colleges Guided Pathways Grant Program in 2018, much of the foundational work began shortly before the COVID-19 outbreak. Moreover, efforts towards Open Educational Materials and Zero Textbook Costs, the implementation of an Ethnic Studies general education requirement, and Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA)[17] were at the forefront of student-centered change. Ultimately, the role of counseling faculty expanded significantly, from primarily completing educational plans and addressing students' basic needs, to now also advocating for students effectively within a rapidly evolving online environment.

The COVID-19 pandemic created a political, social and learning environment that asked counseling faculty to rise and meet the demands of our students. The COVID-19 pandemic forced isolation during a time when students, faculty and all college staff were struggling to address inequities that were magnified by the pandemic: access to technology, to mental health support and to community. The pandemic created a social environment where students and faculty existed in isolation of each other causing severe lasting traumatic effects to both student and faculty alike[18] [19]. The COVID-19 pandemic forced the country to be isolated in a time that called for us to gather in community considering that the inalienable rights were being stripped for minoritized communities and the movements supporting them (e.g., Black Lives Matter, Stop Asian Hate, and the #MeToo Movement) broadcasted daily through multiple online and printed platforms.[20] As a result of the pandemic, our communities faced rising levels of anxiety without sufficient outlets for support, and this challenged our abilities to fully thrive in the online learning environment. Counselors were at the forefront of addressing these barriers for students.

Post-Pandemic

The COVID-19 pandemic created rapid and significant shifts in the landscape of California Community Colleges, impacting the delivery of counseling services and the roles of counseling faculty. The foundational principles outlined in the

1993 and 2011 resolutions regarding the distinct expertise of counseling remain critical: the post-pandemic era necessitates a re-evaluation of how these services are delivered, with a focus on inclusion, diversity, equity, anti-racism, accessibility (IDEAA), the integration of technology, evolving delivery models, and the resulting impacts of workload and emerging challenges.

As such, integration of IDEAA principles within all aspects of counseling services is critical. Counseling faculty need to engage in culturally responsive practices and make a commitment to anti-racist practices within counseling curriculum and service delivery.

Moreover, counseling departments are challenged to meet students where they are to ensure equitable access; leveraging technology to reach students who face barriers to on-campus services. Additionally, counselors are now primarily relied upon for inclusive resources, referrals to community-based organizations, and transforming college campuses to foster inclusive learning environments that address systemic barriers, and to advocate for policies and practices that promote equity and justice for all students.

The shift to new delivery models and the increased complexity of student needs in the post-pandemic era significantly impacts the workload of counseling faculty. As students' anxieties, mental health, and academic challenges increase, there is an increased demand for counseling services. To meet students' needs, counseling faculty are required to develop new skills and competencies in utilizing various technologies for delivery, communication, and documentation, adding to their responsibilities. Moreover, adapting curriculum and resources, coordinating hybrid services, and addressing equity gaps contributes to the overall workload of counseling faculty.

California Community College counseling faculty face several key challenges in the post-pandemic environment. The pandemic has had a significant impact on student mental health, and counseling services are often on the front lines of addressing these complex needs. This, coupled with bridging the digital divide, maintaining connection and engagement, and addressing burnout and self-care, counseling faculty must also navigate a landscape of potentially shifting resources and the imperative to integrate IDEAA principles into a rapidly evolving service delivery model to ensure equitable student access, support, and success.

The Importance of Counseling in Light of Vision 2030 [21]

Provided as a roadmap, Vision 2030 calls upon counselors to play a pivotal role in achieving the stated Vision 2030 goals. Vision 2030 goals and outcomes include equity in success, equity in access, and equity in support. Moreover, these goals are supported with three strategic directions that include equitable baccalaureate attainment, equitable workforce and economic development, and the future of learning. Counselors are in the unique position of providing personalized support to students, especially those who have historically, and continue, to face personal and systemic challenges. Through a Guided Pathways framework, counselors will continue to help students explore career options, develop comprehensive educational plans, navigate the transfer process or entering industry, and stay on track to achieve their goals. Additionally, counselors contribute to systemic changes by participating in data analysis and assessment, providing feedback from various lenses on policies and procedures, and collaborating with college and community partners to improve the student experience.

In alignment with Vision 2030, the emphasis on equity necessitates that counselors leverage academic, career, and personal counseling to holistically support students. Within a Guided Pathways framework, the role of the counselor includes addressing immediate academic or personal hurdles, but also identifying and dismantling systemic barriers that impede student success. Fostering a sense of belonging and empowerment, counselors assist students in developing resiliency, grit, and self-efficacy to thrive in a rapidly evolving educational and professional landscape. Moreover, as technology and the demands of the workforce change, counselors should be adaptable and informed, providing guidance on emerging career pathways and development of future-ready skills. Consistent professional development and adaptability enable counselors to prepare students for the complexities of today's economic landscape, in line with the 'future of learning' strategy.

COUNSELING FACULTY, PARAPROFESSIONALS, AND FACULTY ADVISORS

Counseling Faculty Minimum Qualifications and Roles

The Minimum Qualifications for Faculty and Administrators in California Community Colleges[22] adopted by the Board of governors specifies that counseling faculty must hold a "Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling,

educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, or the equivalent. Note: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 §53410.1." The professional education and training required of community college counseling faculty enable them to play a variety of roles and offer a range of activities to meet students' counseling needs. Over time the nation's graduate programs in counseling have standardized competencies expected of degree recipients. Although not meant to be an exhaustive list, the following competencies help to define the specialized skills of counseling professionals and continue to be emphasized in present day counseling programs:

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

- ability to effectively use emergent technologies to conduct counseling services

The Education Code's definition of the role of counseling faculty reiterates the critical responsibility of the counselor to support student success in such areas as student self-assessment, decision-making, goal setting, and goal implementation. Title 5 §51018[23] lists the following four functions for counseling programs:

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

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

When access to career counseling is reduced, students may spend more time in college and more effort than necessary wrestling with career decisions, remain longer with undeclared majors, take a number of courses without a sense of

purpose, lose motivation and drop out, or, in fact, obtain a degree without a clear career goal. A counselor's guidance through this natural process is paramount.

Personal counseling is also critical to ensure the success of many of our students. Young students experiencing the stress of their transition into adulthood and re-entry students balancing the burdens of work, family and academics are both certain to face times of conflict and confusion where their goals may be undermined by their personal obligations. Today community colleges are flooded with veterans and counseling faculty are responding by increasing their knowledge of post-traumatic stress disorder, traumatic brain injuries, and other issues unique to veterans. Other students with disabilities, protected under the Americans with Disabilities Act, must also receive support. These students and others who experience crisis situations while taking courses at our colleges need additional special services to cope. Personal counseling benefits many students, helping them manage their difficult life situations while they progress in college. Counseling should be provided in the context of the student's individual educational needs, lived experience and personal goals that contribute to academic success.
When a student's need for counseling extends beyond academic or career counseling, and in some cases requires resources outside the scope of services of the counseling department, counseling faculty are trained to make appropriate referrals.

It is also important to note that there are many different counseling areas within a college or district, with distinct target student populations, funding sources, supervisory reporting structures, etc. With exception to licensed professional mental health clinicians, which are typically housed in health service departments and focus on mental health counseling, all other counselors must meet the minimum faculty qualifications listed above. Additionally, Extended Opportunity Program & Services (EOPS) and Disability Support Programs & Services (DSPS) counselors have additional minimum faculty qualifications listed in Title 5.[24] [25]

Roles and Uses of Paraprofessionals

Paraprofessionals (also called counselor assistants, information technicians, educational advisors, success coaches, or specialists) have for some time been employed by universities, where student needs are less varied and goals are more uniform, and now there is a call for wider use of these paraprofessionals in California community college counseling departments. Use of paraprofessionals

continues to grow despite ongoing concern they might be pressed into roles beyond their job duties and for which they may not be qualified. Paraprofessionals can support counseling faculty and students, just as instructional assistants help instructional faculty in the classroom, provided that paraprofessionals are performing functions within the scope of their defined roles.

The amount of education or experience required of paraprofessionals has not been established at the state level. Districts hiring paraprofessionals have historically set their own standards.

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

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

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

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

Counseling faculty must be part of conversations to clarify the limits on the use of paraprofessionals in order to protect the integrity of the counseling discipline and protect the interests of students. When activities with students go beyond providing specifically required information and migrate into the areas of goal setting, education planning, and decision-making, the student needs to be referred to a counseling faculty member. What may have begun with a routine question about a course may quickly lead to the explanations for the choice, the career goals associated with that choice, or the appropriateness of the major, program, or transfer institution. The responsibility for addressing these situations is within the scope of the established minimum qualifications for counseling faculty. Institutions must ensure that paraprofessionals are not allowed to venture into academic counseling where they would be called upon to interpret, advise, or judge the appropriateness of a student's course or program choice.

The following brief summary distinguishes Counselors from Paraprofessionals:

- Counselors (Counseling Faculty) are professionally qualified experts with master's degrees, legally and academically responsible for delivering comprehensive counseling services, including academic planning, career advising, and crisis intervention.
- Paraprofessionals provide support roles (e.g., assistants or technicians) aiding counselors with tasks like information-sharing and administrative support; valued for extending capacity but strictly limited from performing core counseling activities. Their support is essential for operational efficiency and expanding reach for students. Classified Professionals address budgetary and access pressures with respect for maintaining counseling quality.

This delineation ensures that paraprofessionals complement rather than replace the expertise, competencies, and legally mandated responsibilities of counseling faculty.

Roles and Uses of Non-Counseling Faculty Advisors

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

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

Activities within the scope of faculty advisors are the following:

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

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

- **Advising** focuses on giving students the information they need to reach their stated goals. Advisors explain and clarify this information for students and present their material in a manner sympathetic to the needs and situation of the student. Advising responds to student requests for discipline- specific information.

- **Counseling** is required when the student needs more than just specific information. When goals are not yet set, when decisions are not yet made, or when the problem goes beyond a need for data, the student needs counseling. In this context, advisors should not advise undecided or probationary students who, by the nature of their situation, require counseling. Nor is it appropriate for advisors to be called counselors. This practice only adds to the confusion of students about the roles of the individuals serving them.

With the adoption of Guided Pathways as a key lever to close equity gaps, counseling faculty need to take the lead in shaping the support roles of both paraprofessionals and faculty advisors to holistically support student success. Many colleges have appointed a counseling faculty lead for Guided Pathways to work closely with administration and other faculty to facilitate critical conversations to develop and implement structural changes based on the Guided Pathways framework.

COUNSELING IN PRACTICE

Academic, Career, and Personal Counseling Further Defined

Title 5 §51018 briefly outlines the functions of counseling programs, in which counseling faculty are the core providers of academic, career, and personal counseling. A holistic student-centered approach to counseling involves the combination of all three, along with student-centered counseling methodologies (discussed in the next section). We further define these functions in the following subsections. Note that the unique role of the California Community College integrates all three functions to varying degrees to provide each student with a tailored and holistic counseling experience.

Academic counseling

Academic counseling assists students in assessing, planning, and implementing short and long-range personal, career, and academic goals. Counselors provide information and resources to facilitate the student's own decision-making process. This involves counselors working closely with students to develop educational plans, providing information about program and degree requirements, and offering guidance on course selection, transfer, and articulation. Drawing from counseling theories such as Cognitive Behavioral Theory (CBT) and Solution-Focused Brief Therapy (SFBT), counselors also play a crucial role in initial math and English course placement with the implementation of Guided Self-Placement. Most students expect the counselor

to provide the courses they need each semester, many without having decided on a specific academic or career goal. It is critical that counselors not engage solely in transactional advising, as the role of the counselor is more than just providing courses to a student. Counselors play a critical role in helping students navigate the complexities of higher education, ensuring students have enough support and information they need to achieve their stated goals and make effective and informed decisions.

Career counseling

Career counseling assists students in assessing their aptitudes, abilities, personality, and interests and provides advice concerning current and future employment trends. Counselors draw from multiple lenses and theories to teach students how to identify career goals and search for potential careers that align with their interest and competencies. For instance, Career Construction theory posits that individuals construct their careers over time through their experiences and interactions, giving counselors the tools necessary to help students make meaning of their career paths and adapt to changing working environments.[26] The Guided Pathways framework heavily emphasizes career counseling upfront to validate students, particularly those from disproportionately impacted groups, building their confidence, and supporting their career development in a guided manner. While students may be referred to Career Services departments, all counselors should be adept in facilitating discussions around career exploration and development early in the student's academic journey, normalizing the process of self-awareness, research, and planning.

Personal counseling

Personal counseling assists students with personal, family, and social concerns when assistance is related to the students' education. Counseling faculty offer emotional and practical support to students facing challenges that interfere with their academic performance. This is often called crisis counseling because it requires in-the-moment personal counseling and assessment of whether further long-term or immediate support is needed by a licensed professional. Approaches such as person-centered therapy and trauma-informed care center empathy, unconditional positive regard, safety, choice, collaboration, and empowerment in counseling (Rogers, 1957; Substance Abuse and Mental Health Services Administration, 2014). Support can include referrals to on-campus groups, classes for growth and development, community resources, and other services designed to build resilience. Personal counseling is crucial for students navigating transitions, balancing life responsibilities, and dealing with

mental health concerns. It is important for counselors to be aware of the limited scope of personal counseling within the context of an academic discussion and to refer students to appropriate support and resources for further mental health needs and concerns.

Counseling Methodologies

At the heart of the California Community College system are professional counselors dedicated to empowering its diverse student populations. By forging strong relationships, counselors support individuals, families, and groups in achieving their mental health, wellness, academic, and professional objectives[27]. Building and maintaining these connections relies on counselors employing a spectrum of counseling skills, encompassing foundational techniques like attentiveness, initiating dialogue, and emotional reflection, alongside more sophisticated approaches such as self-disclosure, goal-setting, modeling, and reframing[28]. This deliberate application of skills and techniques fosters the trust and rapport vital for facilitating positive change and providing effective support. Moreover, counselors must strategically select and apply different counseling theories depending on the specific needs of the counseling environment and setting. The following subsections provide an overview of the various counseling methodologies employed by counseling faculty to implement holistic student support.

Group counseling

Counseling faculty in California Community Colleges are equipped with the knowledge and skills to design, facilitate, and manage group counseling experiences. Drawing from theories such as Bandura's Social Learning Theory or Yalom's Therapeutic Factors, counselors have a strong understanding of group dynamics, facilitation techniques, and ethical considerations specific to group work. Through group counseling, counselors can address a wide range of student concerns including, but not limited to academic challenges, career exploration, personal development, stress management, and interpersonal relationships. By providing group counseling, counselors can create impactful group experiences that promote growth, resilience, and success.

Trauma-informed practices in crisis counseling

The trauma-informed counseling faculty has personal awareness of their own trauma landscape and knows how to notice and mitigate trauma response when identifying stress within themselves. They are aware of de-escalating tools including appropriate proximity to ensure safety of students and staff, grounding, listening, validating, and expressing empathy. The counseling faculty

is aware of resources and can effectively provide a warm handoff to an appropriate resource if needed. Institutional awareness of policies and procedures for keeping students and staff safe is paramount.

Cultural humility and responsiveness, equity-minded counseling practices

The foundation for a successful learning environment is relationship building. Counseling faculty must demonstrate cultural humility and responsiveness in order to successfully work with and develop relationships with the diverse students of California Community Colleges. Cultural Humility describes the process by which counselors participate in the ongoing process of self-reflection by recognizing the limitations of their own cultural knowledge and honoring the lived experiences of their students. Cultural responsiveness refers to the ability of counselors to respond to cultural differences and recognize that cultural influences may impact students' experiences and needs. In addition, counseling faculty should base their approach in equity-minded practices that work to address systemic barriers for students from all backgrounds—but especially those from minoritized populations. Cultural humility, responsiveness, and equity-minded counseling practices are essential because they create inclusive environments where students from all backgrounds feel seen, respected, and supported in their unique academic journeys.

The Evolving in the Era of Legislation and System-wide Initiatives

AB 705/1705: Guided self-placement

Leading up to 2017, California Community College students typically took the Accuplacer assessment, which was used to determine their initial placement in math and English. With the passage of AB 705 (Irwin) and AB 1705 (Irwin), colleges were required to place most students directly into transfer-level math and English and to offer enhanced academic support[29]. In alignment with Vision 2030, Guided Self-Placement (GSP) is a move designed to reduce barriers to student success. Counseling faculty had to plan carefully and advocate strongly to ensure students were successful in these foundational courses, as the placement method shifted from assessment to student choice.

Counselors are crucial in the initial math and English course placement process for students. Directly engaging with students, they offer clear course information, alleviate anxieties surrounding selection and self-evaluation, and provide essential support throughout their entry-level coursework. Indirectly, their student-focused perspective informs the development of effective self-

assessment tools in collaboration with faculty and administration, the analysis of data to refine GSP procedures, and the promotion of support services via marketing efforts.

It is also critical for counselors to be self-aware of their own biases around math and English, paying close attention to how they discuss these subjects with students, ensuring that negative biases are not projected onto students. For example, a counselor may say "that math course is very difficult." The subjective word choice may unintentionally convey a message to the student that they will not be successful, regardless of the counselor's intention. While it is important to be realistic, it is equally important to empower the student to make effective and informed decisions about their educational journey.

Student education plans (SEP)

Education plans are codified in title 5 regulations. In particular, Title 5 §55524[30] requires California community colleges to provide students with an opportunity to develop either an abbreviated education plan (a plan of study that is usually one to two terms in length) or a comprehensive education plan (a plan of study that outlines all the requirements a student would need to complete their education goal). It is important that new students, in collaboration with a counselor, create their education plan to map out their time at the college. For continuing students, it is important to meet with a counselor at least once a semester to review and/or update their plan to ensure that they are still on the path of academic success and completion. The role of the counselor is to create an education plan in collaboration with students, tailored to their specific goals and needs.

Even when students articulate clear initial goals, counseling faculty understand that students' lives and goals change as a result of their unfolding educational experiences or personal situations. Counselors encourage students to regularly meet with them to update their education plans. Comprehensive education plans include but are not limited to the following:

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

- Information about auxiliary requirements to meet a student's educational goals, e.g., testing, Advanced Placement (AP) scores, minimum GPA, and deadlines.
- Planning for and prioritizing multiple transfer institutions.
- Recommendations of courses to increase a student's competitiveness for admission, if transfer is intended.
- Distinction of catalog rights and options for selecting a catalog year.
- Professional knowledge of programs, e.g., the difference between Photo Journalism as a Bachelor of Fine Arts under "Art" or as a Communications/Journalism "photojournalism" degree; differences between programs at different institutions (Psychology at a UC vs. CSU).
- Evaluation of transcripts from other institutions.
- Milestones, e.g., graduation deadlines, reminders to meet with a counselor in the future, petition and withdrawal deadlines.

Guided Pathways and case management models

One of the main pillars of Guided Pathways is to "Stay on the Path". This entails ensuring that students are retained every semester. Consequently, college counseling models are shifting more towards a pathways system of counseling that is more case management in approach. In this model, counselors are assigned a pathway, and students are placed in a pathway based on their declared program of study. The case management approach is similar to already established counseling programs such as EOPS, Puente, and athletics, but on a larger scale.

In the pathways model of counseling, students will meet with their designated pathways counselor. Pathways counselors will check-in with their students to ensure that they are successfully completing all their courses, and that the student is following their education plan. If a student requires additional support, pathways counselors will connect with the student to offer and provide additional services to ensure their success in their classes.

Within a pathways counseling approach, it will afford the counselor the opportunity to have more consistent interaction with their students, and the student will have an opportunity to meet with the same counselor throughout their journey. It will allow for more relationship building between counselor and student, rather than a more transactional one in which a student sees a counselor to meet a requirement.

Additionally, pathways counselors will have the opportunity to create student programming to support the students within their pathway. Pathways Counselors may host major fairs, introduction to the majors workshops, or host completion workshops where the counselors conduct unofficial degree audits to ensure a student is on path to completion.

It is important to note that designated Guided Pathways funding has concluded, but colleges have institutionalized the tenetsand principles of Guided Pathways. Many counselors assume positions of coordination within the Guided Pathway structure such as case management for our students, streamlining degrees with tools such as Pathways Program Mapper, embed career counseling and effectively communicate about academic opportunities to students.

Noncredit Programs and the Noncredit Counselor's Responsibilities

The noncredit student population is quite diverse. Designing flexible educational plans and tailored guided pathways for this demographic requires a keen understanding of who noncredit courses serve, and their educational goals (e.g., high school diploma, English language acquisition, citizenship, vocational certificate, adult dual enrollment, etc.).Statewide, noncredit students are racially, ethnically, and age diverse.[31]

Economic conditions have prompted many adult learners to return to higher education with the aim of gaining relevant, marketable skills to enhance their competitiveness in today's job market[32]. Although adult students endeavor to balance work, family, and school responsibilities, formidable time constraints often stymie or delay their efforts to earn valuable degrees and certificates. California Education Code §52620[33] enables adult learners, who are pursuing a high school diploma, to concurrently complete credit-bearing coursework as a special part-time student. This avenue of academic acceleration requires that noncredit counselors are equipped with an understanding of a myriad of potential credit course pathways that lead to the various types of academic degrees (AA, AS, ADT), Certificates of Achievement, or courses for skill development. Noncredit counselors often serve as transition counselors by helping noncredit students take their first step into credit bearing coursework.

Through active listening, noncredit counselors gather pertinent background information as well as identify the unstated short-and-long term goals. This information is then utilized to design educational plans that include noncredit and credit courses as well as connect learners with vital student support services that guard against attrition. Once adult learners are fully prepared to

transfer to a credit-bearing course of study, noncredit counselors facilitate a streamlined transition experience through collaborations that feature continued case management and "warm handoffs" with essential, credit departments, programs, and offices to create wrap-around support service teams.

With the support of noncredit counselors, former noncredit students have qualified for fee waivers, Pell Grants, and California's College Promise Grant (CCPG) program; they've also connected former students to summer bridge, EOP&S, Honors, and a host of other student support programs/services. Noncredit counselors often serve as interpersonal validators by helping noncredit students build confidence in their ability to adjust to the rigors of credit bearing courses and develop their collegiate identity [34].

Noncredit students who possess high school diplomas and/or college degrees from another country rely upon the noncredit counselor to support them with transcript evaluation procedures and to create an accurate educational plan that reflects their academic history and future academic and career aspirations. Each type of noncredit student presents with a unique collection of challenges that noncredit counselors must consider when assisting them with their academic and career goals.

- **Differently abled students** – Communication barriers, sensory sensitivities, environmental stressors, adjusting to the college setting, coping mechanisms, medical needs
- **ESL students** – Adapting to a new country, lifestyle transitions, immigration status, navigating a new higher education system, language barrier
- **First-time students** – Undecided academic path, lack of awareness of student resources, navigating a new higher education system, self-advocacy
- **Formerly and currently incarcerated students** – Relocation requirements, financial stability, securing employment, persisting in college, mental and health care, trauma
- **Older adult students** – career transitions, enrichment (life-long learning) courses, skills enhancement, upskilling technological abilities
- **Returning students** – Childcare/family obligations, career transitions, financial limitations, skills enhancement, transportation, mental health concerns, utilizing degrees held from other countries

Noncredit/Adult or Community Education divisions are at times located on campuses or centers that are separate from the college campus that predominantly offers credit courses. In an effort to remove the logistical access

barrier to student services at the predominantly credit college campus, noncredit counselors often provide holistic, comprehensive assistance to help students overcome multiple barriers (housing, food, transportation, residency and/or undocumented status etc.) and persist to program completion. Noncredit students are not limited to scheduled appointments; walk-in sessions are also available to provide "real time" support. Noncredit counselors also serve as liaisons to community services that address unmet student needs such as health and housing services. Per California Education Code §76355, [35] access to campus student health services is solely contingent upon each community college's governing board. Ositelu et al. (2024) [36] adopted the term Student Concierge Approach to describe the hyper-personalized, student-centered procedures that many dedicated noncredit counselors routinely employ to remove barriers to completion.

Non-credit counselors also play a vital role in advocacy for noncredit-to-credit articulation and pathways. The importance of robust noncredit-to-credit articulation pathways was reaffirmed in recent years through systemwide efforts that extend and advance the work initiated in the mid-2000s. The ASCCC's Noncredit, Pre-Transfer, & Continuing Education Committee has played a key role in highlighting best practices for supporting noncredit students as they transition to credit-bearing programs, particularly through breakout sessions, workshops, and policy guidance. Additionally, the 2023 resolution "Noncredit Counseling Professional Learning and Support for Students" underscored the growing urgency for specialized counseling for noncredit learners—who face unique needs in areas like education planning, basic needs support, and credit-for-prior learning—and called for resources, tools, and professional development to be provided by fall 2024. This renewed emphasis on noncredit articulation underscores the enduring commitment of noncredit counselors as essential contributors to equity and student success. Their expertise in navigating complex pathways, tailoring support, and fostering access bridges significant systemic gaps and ensures that adult learners and other underserved populations can more confidently and successfully transition into credit-bearing programs.

Counseling in Specialized Support and Categorical Programs

Counseling faculty roles have evolved over the years, especially within specialized programs such as Veterans, CalWORKS, NextUP, EOPS, Umoja, and DSPS, to name a few. Most of these support programs are referred to as "categorical programs" based on their restricted funding source (i.e., not funded by general unrestricted funds). Counselors in support programs, have increased

specializations, provide proactive and integrated support, and have an emphasis on equity and access goals focused on the specific populations identified through their program.

Counselors working in support programs require specialized knowledge that addresses the unique needs of the populations they serve. For example, counseling Veterans involves understanding the impacts of post-traumatic stress disorder (PTSD), traumatic brain injuries (TBI), and other challenges experienced by this student population. Conversely, counselors in DSPS require expertise in the Americans with Disabilities Act (ADA) and provide appropriate accommodations and support services. Having specialized expertise is crucial for counselors to move beyond traditional models of counseling and shift towards providing integrated and proactive support necessary for student success in these programs. In particular, counselors in EOPS and DSPS must meet additional regulatory minimum requirements to be hired in those programs.[37] [38]

In addition, counselors in support programs provide proactive and integrated support to address the complex needs of their students. Built with a framework to help students holistically, counselors are in the unique position to anticipate challenges and initiate interventions before they become a crisis. For example, CalWORKS counselors might proactively connect students with childcare resources or transportation assistance to prevent attendance issues. Moreover, Umoja counselors may consider collaborating with instructors to embed culturally relevant support with curriculum. Lastly, NextUP counselors partner with community agencies to provide housing, mental health services, and other basic needs for current or former foster youth students.

In essence, the evolution of counseling within California Community Colleges, particularly within specialized support programs, highlights the importance of counselors fostering student success. Moving beyond traditional models of counseling, counselors within specialized programs have cultivated knowledge and training that enables them to provide proactive and integrated support tailored to the needs of their diverse student populations. This integrative approach is a template for all counseling areas and institutions to develop and implement Guided Pathways to close equity gaps and pave the way for greater academic achievement and well-being for all students.

Counseling Instruction and Teaching

Counselors in California Community Colleges, while labeled as non-instructional faculty by the California Community Colleges Chancellor's Office (CCCCO), play a multifaceted role that extends beyond traditional counseling. Their involvement in teaching, curriculum development, student learning outcome assessment, and collaboration with instructional areas is vital for fostering student success. Counselors often develop and teach courses that focus on essential life skills (time management, transfer readiness, college orientation, career planning, etc.), equipping students with tools for success in college, career, and life management.

Teaching allows counselors to interact with a larger group of students over an extended period, compared to the brief and often limited scope of individual counseling appointments. Their direct interaction in a classroom setting provides them with insights into the challenges other instructional faculty may experience and the aspirations of the diverse student body.

Counseling faculty may also be Counselor/Coordinators to specialized support programs such as Puente and Umoja where counseling courses taught by their respective Counselor/Coordinators are built into the success of the program so that students who enter the programs take counseling courses to build fundamental skills for lifelong learning and to join a learning community. At the core, these are equity and social justice programs focused on cultural identity and the counseling faculty who teach in these specialized programs are trained to do so through that lens.

Counseling faculty also participate in curriculum committees as voting members, where they review curriculum against college policies related to local general education, distance education, degrees, certificates, educational program development, and transfer general education standards. Counseling faculty understand the process of creating curriculum that meets the standards of their local curriculum committee, Title 5 General Education, among other regulatory standards. Counselors are also critical in making sure students receive current information about courses and programs as curriculum is updated, in addition to providing valuable input during curriculum development.

TECHNOLOGICAL TOOLS, VIRTUAL COUNSELING, AND AI

Technological tools have the capacity to improve access and accuracy in the delivery of information and can help colleges meet the needs and expectations of students. Technology, however, cannot replace the human interaction and complex task of counseling students. The paper outlines principles for technology use which should be included in any technology plan, the availability of electronic student education plans, online counseling, and online orientations. Counselors must take the lead on development, implementation, and application of technology plans designed to increase student access to support services.

As technologies continue to emerge and expand, student support services, including counseling, are faced with the task and responsibility of integrating these emerging technologies into their delivery of services. Despite many students' familiarity and comfort with conducting day-to-day tasks using technology and communicating online or through smartphone applications, the digital divide still exists. Faculty should think comprehensively when integrating and expanding into the online realm to ensure that students have access to reliable and formal information from the college in several different forms and media, including social media platforms (e.g., Instagram posts), learning management systems (e.g., posts in Canvas), customer resource management systems (e.g., TargetX communications), email (e.g., regular newsletters), and locally developed apps that connect students and the college.

Virtual Counseling

Virtual counseling's emergence and growth in California community colleges is directly related to the Title 5 mandate[39] and accreditation standards[40] requiring colleges to provide comparable services for students whether taking courses face-to-face or via distance education. The reliance on providing virtual counseling services exploded during the COVID-19 pandemic. While there were technological and training growing pains, most colleges continue to provide virtual counseling services post-pandemic.

Depending on a student's personal circumstances or geographic location, it may be more convenient to conduct an appointment from their place of work or at home. As such, when supporting students, it is important that counselors are

available in all modalities to provide academic, career, and personal counseling. Phone counseling and video (online) counseling have become more commonplace.

With video (online) counseling, students can connect with a counselor and receive similar support to what a student can expect via an in-person appointment, from any location convenient for them. Depending on the video counseling platform (e.g., Zoom, Microsoft Teams,, etc.), both counselors and students can share their computer desktop screen, providing the ability to view what is on the other person's screen, just as if the meeting were taking place in the counselor's office. For example, a student would be able to collaborate in the development of their education plan, or be able to review ASSIST articulation agreements with the support of the counselor.

While not as visual as video (online) phone counseling can act as an alternative in providing student support. It will require the counselor to be descriptive of what the counselor is working on and check for understanding, since students can not follow along visually, to be more inclusive of the student. It is a best practice in any counseling situation to pause and ask students at various points of the conversation if they have questions, to check understanding and provide clarification if needed.

As important as it is for colleges to meet students where they are technologically, they must equally be mindful of those students who have limited access to the internet and cell reception. Counselors will need to do an early assessment of any technological limitations to adapt their counseling approach and activities. For example, students who participate in video (online) counseling may participate by using a smartphone or tablet with limited screen space.

It is important for counseling faculty to be trained in providing virtual counseling services, not only in counseling approaches relevant to the modality, but also in the technology platforms used, while also safeguarding confidential information (i.e., FERPA, maintaining ethical counseling practices, and providing a standard of care. For example, providing personal or crisis counseling in a virtual service requires a different approach than traditional in-person counseling.

Technological Tools used in Counseling

Counselors employ a variety of technological tools to ensure a student's success and retention. From degree audit systems, to online student retention tools, counselors have a repertoire to support their students. The following are a few of these tools and systems:

Degree audit systems

Whether it is through an Industry product (e.g., Banner, Colleague, Ellucian, etc.), or a homegrown system, degree audit tools allow counselors to track a student's progress towards completing their educational goal(s). Degree audit tools allow students to visualize what course requirements they have already satisfied.

As valuable as a degree audit system is, it is important that students interpret their degree or certificate evaluation in consultation with their counselor. At times, the backend coding in the degree audit system may not acknowledge that a requirement has been met or places a course incorrectly because a course meets multiple general education areas or multiple requirements. As such, a student may incorrectly interpret their degree audit as missing requirements even though they may have already completed it. For this reason, counselor support is critical and a disclaimer should be listed on all degree audits.

Student case management platforms

One of the main pillars of Guided Pathways is "Stay on the Path". This entails ensuring that students are retained every semester. Consequently, college counseling models are shifting more towards a pathways system of counseling where students in a certain major meet with their designated pathways counselor. It is the responsibility of the Pathways Counselor to check-in with their caseload of students to ensure that they are successfully completing all their courses, and that students are following their education plans.

One of the main reasons for such case management platforms is to support student retention and success efforts. Programs such as Starfish or SARS Early Alert allow instructional faculty to notify the counseling faculty if a student may need additional support in successfully completing their class. Once notified, counselors are able to check-in with the student to offer any additional support service to complete their class thereby ensuring the student is retained. Once the connection with the student has been made, the counselors will notify the faculty about any actions taken to support the student, essentially closing the loop.

Websites

Depending on the nature of the counseling appointment, counselors utilize a variety of websites to supplement the session. For example, if a student's educational goal is to transfer, counselors may reference the Articulation System Supporting Inter-Institutional Student Transfer (ASSIST.org) website. This website hosts articulation agreements from both the public four-year and certain private, in-state four-year universities that counselors can use to streamline student transfer. If a student has transcripts from other accredited institutions, counselors may use College Source or the Transcript Evaluation System (TES) to unofficially evaluate a student record. This allows counselors to honor the credit that a student previously completed and apply it at their institution for either major, general education, or elective purposes.

It would be difficult to list every website that a counselor uses during the counseling appointment, and every counselor will have a go-to website in their repertoire. It is important that a counselor bookmark websites that they find with valuable information to reference for future sessions.

The Emerging Role of AI in Community College Counseling

Artificial intelligence (AI) is rapidly reshaping the landscape of higher education, and California's community colleges are no exception. While the core mission of counseling, providing holistic, student-centered support, remains unchanged, the tools and strategies available to counselors are evolving at an unprecedented rate. AI-powered technologies now influence everything from academic planning and career advising to early-alert systems and mental health support. These tools offer opportunities to increase efficiency, personalize services, and reach more students. At the same time, the integration of AI raises important questions about equity, ethics, data privacy, and the irreplaceable value of human connection in the counseling relationship.

Major areas of counseling impacted by AI include the following:

- **Student Inquiry & Career Guidance-** Chatbots and virtual assistants may provide 24/7 answers to common questions about college processes, programs, and career pathways.
- **Academic Planning & Guided Pathways-** AI-driven tools can support education plan creation, recommend courses, and use data to identify at-risk students for early intervention.
- **Career Preparation-** AI platforms offer resume reviews, interview simulations, and skills-gap analyses to help students prepare for

employment.

- **Mental Health & Personal Counseling-** AI-assisted mental health tools may provide early detection and basic support for counseling faculty.
- **Fraud Detection & Student Verification-** AI can help identify fraudulent "ghost student"
  enrollments, protecting institutional resources and counselor time.
- **Technology-Enhanced Service Delivery-** Virtual counseling platforms with AI integration can streamline scheduling, follow-ups, and documentation.

Counselors are encouraged to engage in professional learning opportunities around AI to better understand the opportunities and challenges that it presents to the role of the counselor in supporting student success. Counseling faculty need to be involved in governance and departmental discussions around AI policy development to ensure fairness, protect privacy, address bias, and safeguard counselor roles.

COUNSELING FACULTY AND ACADEMIC AND PROFESSIONAL MATTERS

Counseling Faculty Role in Participatory Governance

As it pertains the participatory governance, counseling faculty play an important role in representing their departments and student experiences as they relate to academic and professional matters[41]. Counselors are uniquely positioned to work with students in a holistic manner, understanding both their educational and personal needs, which provides counselors a systems perspective that other faculty, administrators, and classified professionals may not have. Consequently, it is important that counselors are engaged in participatory governance committees to be able to provide a holistic student perspective in relation to policy development and implementation.

In 2008, the ASCCC affirmed the importance of counseling and librarian voices in governance through resolution 19.02 S2008[42] *Support for Library and Counseling Faculty Participation in Participatory Governance and Professional Development*

> *Resolved, That the Academic Senate for California Community Colleges support the value and inclusion of counseling and library faculty in participatory governance processes; and*

Resolved, That the Academic Senate for California Community Colleges oppose the efforts of some districts to disenfranchise library and counseling faculty by local contract negotiations or in any other way that is incongruent with faculty participatory governance obligations and professional development opportunities.

Local academic senate leaders are encouraged to ensure counseling voices are included in and engage with senate and governance committees. Furthermore, counseling faculty voice is critical in every area of academic and professional matters. The following are a few of the 10+1 areas to highlight the importance of counseling faculty engagement:

1. *Curriculum, including establishing prerequisites and placing courses within disciplines*
2. *Degree and certificate requirements*
3. *Education program development*
4. *Policies for faculty professional development activities*

Curriculum, including establishing prerequisites and placing courses within disciplines

It is important that there is counseling representation in a college's Curriculum Committee. Counseling faculty understand a student's educational journey from selecting courses to earning a certificate, degree, and/or transfer to another institution. Counselors have first-hand insight on course taking patterns and curricular impacts on students. For example, the implications of course modality or whether to add a pre-requisite or not.

Degree and certificate requirements

Counseling faculty understand degree, certificate, and general education requirements as a function of their role. Counselor insight can illuminate opportunities and challenges to be considered in degree and certificate development. For example, with changes to title 5 that modified the local general education requirement, counselors can discuss the implications of adding general education areas above the regulatory minimum. Counselors can discuss how additional general education requirements could lead to unit accumulation potentially causing students to earn considerably more than 60 semester units to earn an associate's degree. Counselors have the breadth of knowledge to suggest other possible courses that may fulfill requirements of a degree or certificate, thereby providing additional options for students.

Education program development

It is important that when instructional faculty are developing, modifying, or deleting a program, counseling faculty provide input about the changes and how it might impact students and their educational journey. For example, if a required course for an education program is not consistently offered, counselors can provide insight on how the infrequently offered course has become a barrier for student completion.

Policies for faculty professional development activities

Counselors know best the type of professional learning activities that would benefit them in their professional growth. If a campus has a Professional Learning Committee, counseling faculty representation is necessary to set policy for criteria that would meet the needs of the counseling discipline.

Professional Learning for Counseling Faculty

The role of a California Community College counselor is far more demanding than it may appear at first glance. While some may assume that their primary task is simply to provide students with a list of courses, the reality is that counselors are expected to be experts in a wide array of areas. They must stay informed about equity and inclusion practices to support diverse student populations, understand transfer requirements and readiness to guide students toward four-year institutions, the evaluation of coursework from external institutions to determine applicability toward degree and transfer requirements, and remain up-to-date on career and workforce developments to help students navigate an ever-changing job market. Additionally, counselors are tasked with addressing mental health and wellness concerns, staying current with updates to laws, regulations, and policies, contributing to curriculum development, other venues of participatory governance, and integrating technology to enhance student services.

This multifaceted role requires a breadth of knowledge and skills that extends well beyond traditional counseling techniques.

Despite these extensive responsibilities, professional learning opportunities for counselors are often limited once they are employed. This lack of ongoing training creates significant challenges, as counselors must independently seek out resources and strategies to keep pace with the evolving demands of their role. Without adequate support, it becomes increasingly difficult for counselors to meet the diverse and complex needs of their students. Addressing this gap

through structured and accessible professional learning programs is essential to ensure that counselors are equipped to fulfill their critical role in fostering student success.

Title 5 §55720 stipulates that a district will designate time during the year for all employees, including counseling faculty, to engage in professional learning activities[43]. Annual funding should be designated specifically for training and professional learning to ensure counselors are equipped to meet the evolving demands of today's community college students. This investment is critical to address the dynamic nature of counseling responsibilities and to support counselors in providing the comprehensive guidance and resources students need to succeed academically, personally, and professionally.

Counseling Faculty Hiring Practices

Hiring Prioritization and Effective Student-to-Counselor Ratios

Each college or district has a process by which full-time faculty hires are prioritized and recommended to college administration. Therefore, it is a local decision to prioritize counselors. For example, there may be a locally agreed upon goal to achieve a students-to-counselor ratio that can be helpful in making the case for a full-time counselor. Whether that ratio automatically will grant an additional full-time counselor is also a matter for local discussion and may require discussion and advocacy with local bargaining units. It may be the perspective of faculty that the ratio defines the minimum number of counselors, but there may be alternative views that the ratio instead defines the maximum number of counselors.

Effectively serving students requires sufficient access to counselors for both academic and personal counseling. Districts often have established student-to-counselor ratios and because these ratios affect workload they are negotiated by the bargaining unit. Ratios across the state vary widely. It is important to understand what the ratio means locally, specifically, whether the number of students is based on head count (the number of students regardless of their unit load) or some other metric such as Full-Time Equivalent Student (FTES) or noncredit load.

Understanding whether the faculty part of the ratio represents a full-time counselor or the Full-Time Equivalent Faculty (FTEF) to hire a full-time counselor is also important as this number can impact whether a counseling department is eligible to hire a new full-time counselor or whether there is simply the FTEF to hire more counselors to meet student needs. When

calculating this ratio, it is important to also consider removing full or partial regular reassignments from the faculty. For example, if the department chair regularly receives 20% reassignment and if a counselor spends 50% of their time in the transfer center or with articulation duties, those counselors are not seeing students and their reassignment should be deducted from the FTEF used in the student to counselor ratio.

In 2022, the body adopted resolution 07.07 F22 Establish Title 5 Regulations on Counselor to Student Ratios[44] asking for a change to Title 5 to encode a 1:370 ratio:

> *Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to advocate for the creation of California Code of Regulations, title 5 language that defines the minimum number of counseling faculty required based on the ASCCC's recommended counselor to student ratio (1:370) and support implementation.*

Although no change has been made as of the adoption of this paper this adopted resolution is an established position of support for a 1:370 ratio. The California Community College Chancellor's Office (CCCCO) has since continued to refer to the 1:370 ratio in subsequent documents such as this website[45] that highlights the complexities of transfer pathways and how access to counselors through better student-to-counselor ratios can help students.

Other considerations also impact the faculty hiring prioritization for counseling faculty. For example, hiring counselors for categorical programs such as EOPS and DSPS may complicate matters because the district may choose to use categorical funds whereas general counseling positions may be funded by the general unrestricted fund. Additionally, most counseling faculty fulfill a non-classroom role and are thus counted against the 50% law[46], which requires that 50% or more of a district's unrestricted general funds must be spent on instruction and the classroom. While funding sources should ideally not bias the ranking of counseling positions, they often do impact the district's final decision on which positions are prioritized for hire.

The Impact of Part-Time Counselors

Part-time and adjunct counseling faculty are a vital component of the California Community College system, representing a significant portion of the counseling workforce and serving as a backbone of student support. These dedicated professionals bring a wealth of experience, specialized expertise, and a deep commitment to student success. Often balancing multiple roles and

responsibilities, part-time counselors demonstrate remarkable adaptability, meeting students where they are, whether through academic planning, transfer guidance, career exploration, or personal counseling. Their contributions are felt daily in counseling centers, classrooms, and specialized programs, where they help students overcome barriers, stay on track, and realize their goals.

The professionalism and skill of adjunct counselors are evident in their ability to step into diverse counseling contexts, quickly build rapport with students, and provide high-quality, equity-minded services despite the challenges of limited hours or institutional access. Many part-time counselors bring unique perspectives from other educational systems, industries, or community-based organizations, enriching the college environment with fresh ideas and approaches. Their work is essential to maintaining service levels in high-demand periods, ensuring that students can access timely and accurate guidance, even when staffing or resources are constrained.

At the same time, the reliance on part-time counselors reflects broader structural realities within the community college system. While they are indispensable in meeting student demand, part-time counselors often face challenges such as reduced availability for extended student follow-up, limited access to professional development, and fewer opportunities to participate fully in institutional governance. These constraints can hinder the continuity of services and make it more difficult to build sustained relationships with students over time. Nevertheless, the dedication of part-time counselors ensures that students still receive personalized, high-quality support, even in the face of systemic limitations.

Acknowledging the critical role of adjunct counselors means also recognizing the need for equitable access to resources, professional development, governance, and inclusion in institutional decision-making. Supporting part-time counselors more fully benefits not only the individuals in these roles but also the students and communities they serve. As the system looks to the future under Vision 2030, strengthening support for adjunct counseling faculty will be an essential step toward achieving equity in access, success, and support for all students.

CONCLUSION

From before even setting foot on campus to the day a student graduates, transfers, or fulfills their academic goals, community college students need professional counseling throughout their educational experience to achieve

success. Research on retention and success[47] indicates that students perform better when guided by counseling faculty in their academic planning and career discovery, research, and decision-making and with personal concerns that may interfere with their education. Concerns related to financial expediency must not lead colleges to assign a counselor's role to paraprofessionals to perform the work or to technology-based solutions secured to substitute for the professionals trained to assist students. Computerized information systems and streamlined registration processes do not replace the need for the personal connection between counseling faculty and students. With the guidance of counseling faculty, advisors and paraprofessionals can provide services and information to students, and students should always be reminded to speak directly with a counselor for details and current information regarding transfer and degree and certificate requirements. Colleges must look for ways to integrate instruction and student services to better serve all cohorts of students at the college and recognize the important role played by counseling faculty in achieving student success.

The past several years have brought unprecedented change to the role of counseling in the California Community Colleges. The COVID-19 pandemic accelerated the shift to multimodal service delivery, revealed and intensified inequities, and expanded the scope of counseling to include a greater focus on mental health, trauma-informed care, and proactive outreach. In this transformation, counseling faculty demonstrated adaptability, resilience, and innovation, meeting students where they are, whether in person, online, or in hybrid spaces, while addressing increasingly complex academic, career, and personal needs.

At the same time, Vision 2030 provides a clear and inspiring framework for the future. Its commitment to equity in success, equity in access, and equity in support aligns seamlessly with the mission and expertise of counseling faculty. Counselors are uniquely positioned to champion this vision by helping students navigate pathways to degrees, certificates, transfer, and careers while dismantling systemic barriers and fostering a sense of belonging. The integration of new technologies, data-informed practices, and evolving workforce needs offers counselors fresh opportunities to innovate while keeping the human connection at the heart of their work.

With the lessons learned from the pandemic and the guiding principles of Vision 2030, the California Community Colleges stand at a moment of opportunity to reimagine and strengthen counseling services for the decade ahead. The next

section offers targeted recommendations to help local academic senates, counseling departments, and institutional leaders take concrete steps toward ensuring that every student benefits from the expertise, advocacy, and support of professional counseling faculty.

RECOMMENDATIONS FOR LOCAL ACADEMIC SENATES

In the area of paraprofessionals, the local academic senates are recommended do the following:

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

In the area of faculty advisors, local academic senates are recommended to do the following:

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

In the area of technology and virtual counseling, local academic senates are recommended to do the following:

1. Ensure that counseling programs take advantage of emerging technological tools to meet the needs and expectations of students and that counseling faculty take the initiative to develop technology plans that add to the counseling relationship rather than detract from it.
2. Ensure that counseling faculty take an active role in the development and implementation of institution, campus and program technology plans in order to advocate for student data, case management, and education planning systems and features that will provide the information needed for counselors and students, in a user-friendly manner.
3. Ensure that counseling faculty are involved in the development of policy around the use of and expectations around AI, including safeguarding the integrity of the role of the professional counselor.
4. Ensure that counselors conducting virtual counseling are knowledgeable and competent in the delivery of virtual services. Counseling departments should schedule regular training sessions for counseling faculty interested in participating in virtual counseling.
5. Advocate for regular training and professional learning to ensure counselors are supported and have opportunities for professional growth.

In the area of faculty hiring prioritization, local academic senates are recommended to:

1. Evaluate faculty prioritization processes to ensure counseling has equal opportunities to propose new positions and advocate for prioritizing counseling positions in local
   full-time faculty hiring processes to support student need and success.
2. Support comprehensive data collection on noncredit students and programs to program development and validation of noncredit counseling hiring prioritization.

In the area of governance, professional learning and support, local academic senates are recommended to:

1. Ensure all counselors including full-time, part-time, tenure-track, non-tenure track, categorical and special program counselors have equitable access to governance participation and policy development that impacts counseling faculty.

2. Ensure counseling faculty inclusion in curriculum committees and policy development, including noncredit-to-credit articulation.
3. Ensure and advocate for regular training and professional learning opportunities for counseling faculty.

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APPENDIX I

A History of the Paper

The first version of this paper was requested in 1993. Since then the evolving nature of counseling has precipitated multiple versions of this paper. Below is the evolution of the paper.

At the Fall 1993 plenary Session of the Academic Senate for California Community Colleges, resolution 15.1 was adopted, stating,

> Whereas, Counseling is a distinct faculty discipline within the Faculty disciplines list;
>
> Whereas, A counseling discipline ensures professional education and training at the Master's
> level leading to appropriate counseling knowledge, competencies and skills;
>
> Whereas, There is no statewide definition of, or limitations on, the role of the counseling/advising paraprofessional; and
>
> Whereas, Some districts are replacing counseling faculty with counseling/advising paraprofessionals;

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

Result: The Role of Counseling Faculty in California Community Colleges (https://asccc.org/papers/role-counseling-faculty-california-community-colleges) (https://www.asccc.org/sites/default/files/publications/Role_Counseling_Faculty_C (1995)

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

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

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

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

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

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

Result: The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges (https://asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges) (2012)

The most current resolution directing an update, reads as follows.
Resolution 111.01 F24[48] directed the Academic Senate to update the paper:

Whereas, The COVID-19 pandemic fundamentally shaped how counseling and student services
faculty provide support for students through the increased use of technology to serve students both in-person and remotely and increased the need to address mental health issues among college-aged students through trauma-informed care];

Whereas, The California Legislature has enacted AB 705 (2017, Irwin) and AB 1705 (2021, Irwin), which have impacted counseling roles and practices regarding advisement of students regarding placement for math, English, and English as a Second Language;

Whereas, California community colleges have adopted the guided pathways framework and the California Community Colleges Chancellor's Office has developed and adopted Vision 2030 to close equity gaps and meet California's workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups such as African American/Black, Latinx/e, undocumented, system impacted, Foster Youth, LGBTQIA, and Native American; and

Whereas, The Academic Senate for California Community College's paper The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges update the paper The Role of Counseling Faculty and the Delivery of Counseling Services in California Community Colleges to include equitable

practices in counseling regarding course placement, educational planning, appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering counseling services, the adoption of guided pathways, increased focus on career counseling, trauma-informed practices in providing crisis counseling, and the practice of case management to support student's basic needs by spring 2026.

APPENDIX II

Counseling Related Title 5 Regulations and Recent Legislation

Stand-Alone Counseling Program Requirements

- **Cal. Code Regs. Tit. 5, § 51018 – Counseling Programs**
  Requires community college districts to adopt local policies and maintain organized counseling programs, including academic, career, and personal counseling, as well as coordination with related student services.

Matriculation & Education Planning Services

Within the Student Success and Support Program (SSSP) framework:

- **§ 55523 – Counseling, Advising, and Other Education Planning Services**
  Defines inclusive counseling, advising, and educational planning tasks such as aiding students in exploring career and academic interests, crafting education plans, and utilizing technology-based delivery.
  Also outlines mandatory counseling for students on academic probation/notice, those lacking a declared course of study, and basic skills enrollees, as well as notifications for at-risk students concerning fee waiver eligibility and enrollment priority.
- **§ 55520 – Required Services**
  Frames counseling (and advising/planning) as essential services, listed alongside orientation, assessment, developing education plans, follow-up, and referrals to support services.

Recent California Legislative Bills Affecting Community College Counselors (Enacted in Last 15 Years)

Bill & Year	Legislative Summary & Direct Impact on Counselors
AB 74 (2019)	Provided funding for partnerships between community colleges and county/community-based mental health providers. Expanded counselors' roles in mental health services, prevention training, and collaboration with community agencies.
AB 705 (2019)	Required placing most students directly into transfer-level math and English. Shifted counselor focus toward intensive academic planning, informed placement guidance, and supporting accelerated learning pathways.
AB 1705 (2023)	AB 1705 (2022) requires California community colleges to fully implement AB 705 by ensuring that students are placed directly into transfer-level math and English without remedial prerequisites. For counseling, this means expanded responsibilities in helping students select appropriate courses, navigate increased academic rigor, and access support services.
AB 927 (2021)	Made the **Community College Baccalaureate Degree Pilot Program** permanent and allowed expansion to additional colleges. Counselors now advise on new bachelor's degree options, integrating them into student education plans and explaining transfer/degree choices.
AB 928 (2021)	Created a single lower-division GE transfer pathway (Cal-GETC). Counselors must adjust transfer advising and help students align educational plans with new GE and major prep requirements.
AB 1111 (2021)	Required **common course numbering** across the CCC system, streamlining transfer guidance and making it easier for students to navigate course equivalencies between colleges.

ENDNOTES

1. The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges (2012) (/sites/default/files/Appendix%20C%20Final%20Role%20Counseling_0.pdf)

2. California Community Colleges Vision 2030 (https://www.cccco.edu/About-Us/Vision-2030)
3. Resolution 111.01 F24 (/resolutions/update-asccc-paper-role-counseling-faculty-and-delivery-counseling-services-california)
4. Title 5 §55524 (https://www.law.cornell.edu/regulations/california/5-CCR-55524)
5. Title 5 §53200 (b) (https://www.law.cornell.edu/regulations/california/5-CCR-53200)
6. Standards of Practice for California Community College Counseling Programs (2008) (https://staging.asccc.org/papers/standards-practice-california-community-college-counseling-programs)
7. Community College Counseling Services in California: A Report by the Statewide Task Force on Counseling with Commentary and Recommendations Provided by Staff. (https://eric.ed.gov/?id=ED175511)
8. Consultation Council Task Force On Counseling (/papers/consultation-council-task-force-counseling)
9. Consultation Council Task Force On Counseling (/papers/consultation-council-task-force-counseling)
10. Consultation Council Task Force On Counseling (/papers/consultation-council-task-force-counseling)
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12. California Community Colleges: A Progress Report on the Student Success Act of 2012 (https://lao.ca.gov/reports/2014/education/ccc-student-success/progress-report-SSA-070114.aspx)
13. California Community Colleges: Second Progress Report on the Student Success Act of 2012 (https://lao.ca.gov/Publications/Report/3500#%3A~%3Atext%3DAs%20part%20
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Mark Edward Osea, ASCCC Transfer, Articulation, and Student Services Committee, Chair
Eric Wada, ASCCC Transfer, Articulation, and Student Services Committee, 2nd Chair
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Andrea Hecht, San Bernardino Valley College
Lisa Larimer Burtis, Mendocino College
Eugene Mahmoud, Mt. San Antonio College
Sara Malmquist-West, College of Marin
Jacqueline Stahlke, Victor Valley College
Rhonda Williams, Pasadena City College
Jessica Shadrick, Fresno City College

With assistance and support from the **2025-2026 ASCCC TASSC Chairs**

Stephanie Curry, ASCCC Transfer, Articulation, and Student Services Committee, Chair
Luke Lara, ASCCC Transfer, Articulation, and Student Services Committee, 2nd Chair

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