2024 – 2025

Academic Advising Handbook

GCC
GUAM COMMUNITY COLLEGE

Contents

PREFACE

The academic advisor role is critical to the success of students at Guam Community College. Effective academic advising engages students' critical thinking about their individual characteristics and career and life goals. Advising prepares students to be productive citizens in a global society. The purpose of this handbook is to assist advisors in their ongoing efforts to guide, advise, and retain students as they progress toward their completion in their chosen program of study.

Advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process which assists students in realizing their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary.
            - David S. Crockett; *Modes and Models for Designing and Implementing a Successful Advising Program*

Academic Advising Task Force Acknowledgment

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Academic advising is the only structured service on the campus in which all students have the opportunity for on-going, one-to-one contact with a concerned representative of the institution.
(Habley, 1994)

Academic Advising Program

GUAM COMMUNITY COLLEGE MISSION STATEMENT

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education, and job training for Micronesia.

ACADEMIC ADVISEMENT MISSION STATEMENT

The Guam Community College's Academic Advising Program supports the college's mission and institutional learning outcomes in providing students with resources for life-long learning. The program advocates for inclusion and multiculturalism, providing equitable access to resources and facilities. The student-centered program plays a critical role in the development of students' educational and career plans consistent with their personal values, goals, and interests. Through the collaborative relationship with students, academic advisors assist students with crafting and implementing educational and career plans using resources that support student persistence and success.

Student Learning Outcomes

1. Students will be able to maintain and develop a rapport with their advisors through discussions concerning college academic policies and program requirements, academic performance, career goals, and life endeavors.
2. Students will be able to access online advisement information independently and monitor their progress via MyGCC's Ellucian® Degree Works reports.
3. During the advising process, students will be able to define and develop educational and career plans that are consistent with their personal values, interests, and skills.
4. Students will be able to learn from their advising experiences: accessing available campus resources, following through on referrals, and keeping advisors informed.
5. Students will be able to follow through with their transitional plan (e.g., higher degree, job placement) with their academic advisor.

Academic Advising Goals
(Adapted from the **Council for the Advancement of Standards in High Education (CAS), 2023**)

An Academic Advisor:

- Increases accessibility addressing diversity, equity, justice, and inclusion;
- Ensures advising sessions are confidential and safe whether advisement is conducted in person or virtually with the appropriate use of electronic and multimedia formats, or telephone interaction;
- Relays and clarifies current, relevant, and accurate institutional information, procedures, and policies;
- Clarifies educational, career, and life goals congruent with student interests, abilities, values, personality, and experiences;
- Assists and supports students in thinking critically and making informed decisions;
- Evaluates, proactively monitors, and encourages student progress, keeping in mind diverse and changing distinctive needs of populations served;
- Raises awareness of appropriate technologies and campus and community resources; and
- Advocates for and actively promotes student success and persistence.

Responsibilities of the Academic Advisor

Advising is a developmental process for both the advisor and the advisee. Good advising occurs when the advisor takes the initiative to develop and apply advising skills and when the advisee comes to the advising session prepared to discuss matters related to educational and career goals. The result of such advising will be the academic, professional, and social development of the advisee. All students should receive guidance from their advisors to ensure that they make informed and timely choices about their academic program and plan ahead to take advantage of all the academic opportunities and services available at Guam Community College. A good academic advisor should:

- Demonstrate concern for advisee;
- Be available and accessible (e.g., post office hours, email);
- Provide accurate information (e.g., academic programs, career information);
- Help develop realistic educational and career goals;
- Assist in planning an educational plan consistent with advisee's interests and abilities;
- Assist advisees with monitoring their academic progress;
- Interpret and adhere to academic policies, procedures, regulations, local and federal laws (e.g., FERPA);
- Aid with the registration process (e.g., course selection, waivers, course substitutions, etc.);
- Provide advisees with information on applying for diploma; and
- Make appropriate referrals.

Responsibilities of the Academic Advisee

- Be knowledgeable about and adhere to college policies, procedures, requirements, and deadlines;
- Know program's requirements from the GCC College Catalog applicable to major;
- Review the semester schedule of classes for possible course options and have an alternative schedule prior to an appointment with an advisor;
- Carefully review MyGCC Degree Works reports before any advising appointment;
- Check advisor communications and respond;
- Schedule and keep advising appointments;
- Be responsible for completing and submitting all forms and related documents necessary for completing degree requirements;
- Follow through on recommendations or referrals discussed during advisement appointments; and
- Contact an advisor immediately with concerns about academic progress.

Giving Good Advice

Giving good advice is what advising is all about! Academic advisors need to base their advice on a student's career and life goals, interests, and ability to complete a proposed academic load. Academic Advisors should gain an understanding of each student's interests and goals. Listed below are some suggestions for assessing student progress and helping individuals understand the options they have as GCC students:

1.   Use MyGCC Degree Works reports and make sure advisee understands the details. Review the student's academic progress during the first advising session of each semester and ensure that appropriate notes and relevant details are entered into the comments section of Degree Works to document advisement.
2.   Complete the student educational plan using the online MyGCC Degree Works and assist students in planning a course load at least two semesters in advance. Pay close attention to courses with prerequisites or restrictions such as courses offered only in the Fall or Spring semesters and developmental courses, which may require enrollment in at least two semesters. Update the plan during the first advising session of each semester.
3.   Encourage students to take a challenging yet balanced, class load. Balance a semester by using general education or related technical courses and avoid combining extremely challenging courses in the same term.
4.   Compare the current course load to past performances. Determine if students have performed adequately with previous course loads. Review the course schedule to determine if the load is balanced. Look at past performance in similar subject areas to see if any of the proposed courses are in areas of known difficulty for the student. Decide if the student's expectations are reasonable given other factors such as employment, family obligations, etc. If necessary, be ready to suggest an alternative class schedule.

An Advisor can help enhance the college student's experience by promoting and encouraging the student's involvement in college events and activities.

1.   Provide information on programs, services, and workshops offered by the GCC community.
2.   Encourage advisee to join student organizations such as Council on Postsecondary Student Affairs (COPSA) and organizations that relate to their career interests.
3.   Work collaboratively with appropriate departments by referring students to programs and services within GCC that can assist with student development (e.g., Assessment & Counseling, GCC's Drug and Alcohol Abuse Prevention Program (DAAPP), Title 9 Coordinator, Center for Student Involvement, Accommodative Services, Reach for College, etc.).

Advising Undeclared Students

An Undeclared Student is a student taking courses for personal enrichment or a student who has not yet decided which degree or certificate program to pursue. For undeclared students interested in completing a degree or certificate, engaging the student in conversations on their future and goals can be helpful. GCC has resources available to help undeclared students.

- **Student Advising Form**
  To assist undeclared students, have them complete the Student Advising Form (Appendix II) if they have not already completed it. Reviewing their answers with them can stimulate conversation to help increase their awareness of their career goals. (Student Advising Form - refer to appendices)
- **Advisor Referral Form**
  The Advisor Referral Form (Appendix III) may be used to refer students to various resources.
- **Financial Aid**
  Undeclared students should work closely with the Financial Aid Office. The Financial Aid Office can inform students how being 'undeclared' affects their financial aid benefits.

~~Referring of Students~~ Student Referrals to College Offices and Resources

Adapted from "Referral Skills," as found in Crockett, D.S. (Ed.). *Advising Skills, Techniques, and Resources*. Iowa City, Iowa: The American College Testing Program, 1986. pp. 759-760.

1. Deciding when a referral should be made.
   - Determine the problem(s).
   - Determine if qualified to offer the help needed.
   - Identify the offices or persons to whom the student may be referred.
2. Referral Process: ability to refer the student to the appropriate office.
   - Explain clearly and directly reasons for referral.
   - Take into account the student's emotional and psychological reaction to the referral.
   - Get the student to discuss his/her problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific office or person.
   - Explain fully the services, which can be obtained from the office or resource person.
   - Reassure the student about the capability and qualifications of the person to meet the need expressed by the student.
   - Personalize the experience by calling and making the appointment for the student. Refer the student to a specific person in the office. Give directions to the office if necessary or offer to accompany the student.
   - Discuss with the student any need for sharing information with other college personnel and obtain student's consent and approval.
   - Help the student formulate questions to ask and approaches to take.
   - Provide the person or office that will assist the student with all the information essential to helping the student.
3. Follow-up: the ability to evaluate the appropriateness and effectiveness of the referral.
   - Determine if the student kept the appointment.
   - Discuss with the student his/her evaluation of the help received from the person or office.
   - Determine whether you selected the appropriate source of help for the student.

List of Referral Resources

Department	Location & Contact No.	Hours of Operation
Admissions & Registration	Student Services & Administration Building 735-5531 ext: 5533 5535/5561	Mon-Fri: 8:00am - 5:00pm
Assessment & Counseling	Student Services & Administration Building 735-5563 ext: 5576 5562/5582-3/5593	Mon-Fri: 8:00am - 4:00pm
Drug and Alcohol Abuse Prevention Program (DAAPP)	Jason Garin Soliva Student Services & Administration Building 7355641 Extension 5531	Mon-Fri: 8:00am - 5:00pm
Financial Aid	Student Services & Administration Building 735-5543 ext: 5544/5545-6	Mon – Fri: 8:00am - 5:00pm
Office of Accommodative Services	Student Services & Administration Building 735-5641 ext: 5597/5594	Mon – Fri: 8:00am - 5:00pm
Center For Student Involvement	Student Center 735-8887 ext: 5518 / 5519	Mon – Fri: 8:00am - 5:00pm
Library/Learning Resource Center	Learning Resource Center 735-0228 ext: 0220/ 0229/ 0230	Mon – Thurs: 8:00am - 8:00pm Fri: 8:00am - 4:00pm Sat: 9:00am-12:00pm
Health Service Center	Student Center 7355586 ext: 5414/8889	Mon – Fri: 8:00am - 5:00pm Nursing Services: 8:00am - 6:00pm
Student Support Services	B-Bldg. 735-5555 ext: 5564/5567 5575	Mon – Thurs: 8:00am -10:00pm Fri: 8:00am - 5:00pm Sat: 8:00 am – 12:00 pm
Reach for College Tutoring	Student Center 2nd floor, room 5201 735-5641 ext: 1121-2	Mon-Fri: 8:00pm – 5:00pm
Title IX Office	Gerald A B Cruz Student Services & Administration Building 7358887 Extension 5630	Mon-Fri: 8:00pm – 5:00pm

*Hours listed are normal operating hours during the semester. Hours during breaks may be modified.

Advising Students with Unsatisfactory Academic Performance

An unfortunate fact of academic life is that some students, for various reasons, have poor academic performance. Academic advisors often must advise students who are on probation or dismissal. For some students, unsatisfactory performance reflects certain types of problems that are often long-standing and, if not given attention, may persist and result in further academic difficulties.

The Admissions & Registration Office evaluates Student Academic Progress (SAP) at the end of each semester. Student progress is reviewed for cumulative grade point average (CGPA) and progress toward completion. The minimum CGPA for certificate postsecondary programs is 2.0. Also, the College will determine the cumulative successful completion rate (CSCR) equals to at least 67% of credits attempted. In determining the total number of credit hours attempted, all credits attempted at GCC under the student's postsecondary academic history will be counted. Grades from transfer courses will not be included in the CGPA.

At the end of each term, the academic record of each Declared Student enrolled for that term will be compared to the Standards for Satisfactory Academic Progress. Any Declared Student who is not making Satisfactory Academic Progress toward a degree or certificate will be placed on Academic Probation at the end of that term. Any student on Academic Probation may lose financial aid eligibility. Financial Aid Students may also visit the Financial Aid Office.

It is important to stress to students the importance of meeting the minimum satisfactory academic progress requirements (cumulative GPA of 2.0 and successfully completing 67% of their courses). Failure to meet the minimum CGPA after two semesters will result in the loss of student's financial aid.

Reasons for unsatisfactory performance include:
- Poor study habits;
- Too many hours of work and/or a work schedule that conflicts with the school schedule;
- Unrealistic course choices because of student's lack of interests and abilities;
- Lack of direction;
- Exam anxiety and/or poor exam-taking techniques;
- Personal and/or family problems;
- Lack of preparation to perform college-level work;
- Lack of motivation; or
- Financial constraints.

Some suggestions for working with students with unsatisfactory performance are as follows:
- Review the student's academic history and determine which courses are contributing to their unsatisfactory academic progress. Advise that they retake the courses which they received an "F" or "D" grade as retaking (and achieving a higher grade) will nullify the lower grade received. Retaking and passing developmental courses will not increase the cumulative GPA.
- Discuss candidly the ramifications of past or present unsatisfactory performance and the possible outcome of continued unsatisfactory grades. Refer students to the sections in the applicable catalog that discusses Academic Probation and Dismissal.
- Refer students to on-campus resources such as:
    1. Assessment & Counseling
       ~~Counselors~~Office   735-5563 ext: 5576
                                                5582/5593/5562

2. Reach for College   735-5641 ext: 1121-2
3. Office of Accommodative Services   735-5641 ext: 5597/5594
4. Financial Aid   735-5543 ext: 5544/5545-6

- Convey to students any concern about their academic performance and encourage meeting regularly.
- Assist students in making appropriate course selections in view of their past performance or suggest taking a reduced class load.
- Work with students to determine the reasons for unsatisfactory grades and help them to determine the types of changes that need to occur.

Advisors can influence student's academic achievement and may also contribute to improved student retention. Students do not always recognize the consequences of unsatisfactory performance, and through early intervention, advisors may help students avert academic difficulties.

Advising Students with Disabilities

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADA AA) mandate that all postsecondary institutions that receive federal assistance must offer the same services and programs to students with disabilities that are offered to students without disabilities. "Equal access," "reasonable accommodations," or "academic adjustments" must be instituted in instructional programs and departmental policies in order to ensure full educational access and opportunities for all students. The intent of these accommodations or academic adjustments is not to alter or lower the academic standards of the institution, or to give students with disabilities an unfair advantage but to allow for a "level playing field" by meeting the unique needs of students with disabilities. When advising students with disabilities, advisors must stress to students the importance of personal responsibility and self-advocacy. Unlike high school, where parents, teachers, school administrators, and counselors were engaged to ensure modifications or accommodations, in college, the student or their legal guardian must serve as the student's advocate.

Advising students with various types of disabilities can be particularly challenging. In many instances, reading comprehension, reading rates, cognitive skills, written expression, visual processing, and short term memory, to name a few, are the greatest areas of difficulty for many students. Even though these impairments will vary from student to student, it is important for the advisor to give particular attention to the student's readiness for particular courses, course scheduling, adjusting a student's schedule to avoid enrollment in several demanding courses concurrently, or ensuring that a student takes critical academic skills courses in the most optimum sequence. Ideally, consideration should also be given to the student's support system at home and transportation to and from school as these will affect the student's attendance and academic performance. Advisors should regularly consult with counselors and the Office of Accommodative Services, especially regarding the educational and career aspirations of their advisees with disabilities.

As advisors work with advisees with disabilities, they should be aware that students with disabilities may need more assistance and clarification in identifying their academic and career goals when scheduling courses. Office of Accommodative Services recommends advisors provide a thorough, sensitive, and comprehensive approach with advisees when discussing student's goals, resources, potential, supports, and disability. Some important guidelines should also be considered. First, advice and recommendations should be based on students' interests rather than on their limitations. Students should be allowed to explore for themselves the programs and courses that they believe has some meaning or potential for them. It is only through this opportunity for exploration that students will be able to realize their true potential. Second, counsel should be given based on evidence and not on supposition or guesswork. For those students with disabilities who may be undecided, they should be encouraged to complete career or interest inventories, explore curriculum offerings, and participate in volunteer and various other activities that may best match their educational, career, and personal interests. Students should also be encouraged to look at participating in the various student organizations on campus. These activities will enable students to experientially discover subjects that may interest them. Students may, over time and through their experiences in college, undergo changes in attitudes, beliefs, study approaches, and goals as they go beyond what they and others may have believed them limited to prior to their college experience.

Legal and Ethical Issues

Legal issues involved in academic advising generally fall under four categories (D. Parker Young, "Legal Issues Regarding Academic Advising," NACADA JOURNAL, November 1982):
- The contractual relationship between students and the institution
- Guidelines governing privacy of student records
- The concept of privileged communications
- Academic due process and the need for grievance procedures

Advisors need to be concerned that the advice they give might lead to students taking legal action. Anything advisors say or write has the potential to become a part of the implied contract with the subject. Advisors, therefore, need to be cognizant of the important legal principles as they fulfill their roles. Courts today base decisions on contractual relationship between a college and its students; respecting students' legal rights, therefore, is important for both ethical and practical reasons.

Through its publications, most notably the catalogs and departmental materials, the college establishes contractual obligations between the institution and students. Responsibility for knowing requirements ultimately rests with students; advisors will not be held personally liable for negligent, irresponsible, or capricious behavior of students. By keeping complete and accurate notes of advising sessions in the comments section of Degree Works, advisors can forestall future disputes as well as protect themselves against claims of erroneous advising.

It is good policy to recognize the limitations of an advisor's role. Knowing when and where to refer students who present questions or problems that extend beyond the scope of advising or the individual advisor's knowledge can help avoid charges of inappropriate or inaccurate advising and the possible consequences of such allegations.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. It is a federal law that governs the release of and access to education records.
- Student education records consist of handwriting, print, computer, videotape, audiotape, film, microfilm, microfiche, or e-mail records.
- Student education records include information directly related to a student's academic progress, financial information, or personal interest items maintained by Guam Community College.
- Student education records are considered confidential and may not be released without the consent of the student.

Examples of Education Records include but are not limited to:
- Personal identifiers
- Student's exams or papers
- Grades
- Transcripts
- Class lists
- Class schedules
- Disciplinary files

- Financial aid information
- Student employment records
- A computer printout with student's information
- A computer screen displaying student's information

Directory Information – Information that can be released without the student's prior consent to individuals/entities with legitimate education interest:
- Student name
- Current enrollment status (attending/not attending)
- Dates of enrollment
- Degrees or certificates awarded
- Graduation date(s)
- Program(s) of study

Non-directory Information – Information that cannot be released without the student's written consent:
- Race
- Social security number
- Grades
- GPA
- Religion
- Class schedule

The purpose of FERPA is to ensure the accuracy, integrity, and confidentiality of education records maintained by GCC.
- A student has the right to inspect and review education records.
- A student has the right to seek to amend education records believed to be inaccurate.
- A student has the right to consent to the disclosure of personally identifiable information from education records, except as specified by law.
- Faculty who maintains education records are obligated to take reasonable precautions to prevent misuse or unauthorized disclosure of education records.

FERPA protects the education records of any individual who is currently a GCC student. Educational records cannot be disclosed to a third party unless the student provides a written consent. The legal obligations of GCC faculty are set forth by the United States Department of Education and available at the web site: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

HOW ADVISEES ARE ASSIGNED ADVISORS:

Based on **CAS Standards (2023),** mode of delivery, advising approach used, additional advisor responsibilities, student needs, and specific student groups are factors considered in the determination of advising caseload. Advisor assignments are made in accordance with the student's program of study and are intended to be continuous throughout the student's college career. A student's advisor should not change if the student remains in the same program of study each semester. Only students who are currently enrolled will be assigned an academic advisor, and only registered students will appear in an advisors list in MyGCC. **Declared** students are assigned to program faculty, **undeclared** students are assigned to academic faculty, **adult high** students are assigned to the Adult Education Program Specialist and/or Adult High School Counselor, **apprentices** and **boot camp** students are assigned to the Continuing Education Program Specialist. An equitable load must be achieved among faculty advisors assigned to the same student population. For example, if the Education department has three full-time faculty and 90 students declared in that program, each faculty should be assigned 30 students.

TIMELINE
Standard Operating Procedure's timeline for this process is for Fall and Spring Semesters only. Initial advisee lists should be provided to faculty two (2) weeks after the class schedule adjustment period. Advisee assignments must also be updated one week after the start of the new registration period.

EXCEPTIONS or CHANGES to Advisor Assignments
Changes to Advisor assignments are permitted on an individual basis or for a subset of the student population. For example, a student may wish to change from one Advisor to another, an Advisor(s) may be asked to assist a department that has only one advisor, or a student assigned to a faculty may be re-assigned in the event an advisor is unavailable (e.g. retirement, sabbatical, re-assignment, etc.). An Advisor can request for a change in assignment. A student may request for a change in Advisor with the consent of the Advisor receiving the student as a new advisee. Requests to change Advisor assignments may be submitted to the Admissions and Registration Office with Dean's approval.

Note: The procedures for assigning advisors are subject to change. In the event of a conflict between this handbook and the assignment of advisors, the authoritative source will be the SOP in use by the Admissions & Registration Office.

Frequently Asked Questions

How are advisors assigned?
All students who have declared a major are assigned to program faculty. Undeclared students are assigned to academic faculty. Adult Education and Continuing Education students are assigned to Program Specialists within the programs.

How does a student change his/her advisor?
The student should contact the Admissions & Registration Office, Student Services and Administration Building.

What is a student educational plan?
A student educational plan (SEP) is an advising tool which allows advisors to map out a student's educational path based on the student's educational goals and timeframe. Students can obtain their plan via MyGCC's Ellucian® Degree Works reports.

Who evaluates transfer credits?
The Registrar is responsible for evaluating and approving transfer courses. Students must fill out the evaluation request form and submit an official transcript to the Admissions and Registration Office.

Who can I contact if I have students with disabilities?
Advisors may contact the Office of Accommodative Services, Student Services and Administration Building, Room 2139, 735-5641 ext: 5597/5594.

What are "holds" on student records and how does a student get them lifted?
Holds on student records include but are not limited to (1) general education hold, (2) billing hold, and/or (3) health hold. In order to have the hold removed, the student will need to contact the appropriate department.

What if a student forgot his/her password?
Students can click on "Forgot Password" on the MyGCC homepage to change their password. Students need their Student ID number to change their password online. If a student cannot change his/her password online, refer the student to the Admissions and Registration Office.

Where can an Advisor find Student Forms?
Forms specifically related to advising are included in the handbook. Other GCC student forms can be found on www.guamcc.edu. Click on "Forms" under the Admissions Menu.

Appendices

Appendix I - **NACADA Academic Advising Core Competencies Model**

🔘 C O N C E P T U A L

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

C 1   **The history and role of academic advising in higher education**.

C 2   **NACADA's Core Values of Academic Advising**.

C 3   **Theory relevant to academic advising**.

C 4   **Academic advising approaches and strategies**.

C 5   **Expected outcomes of academic advising**.

C 6   **How equitable and inclusive environments are created and maintained**.

🔵 I N F O R M A T I O N A L

Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

I 1   **Institution specific history, mission, vision, values, and culture**.

I 2   **Curriculum, degree programs, and other academic requirements and options**.

I 3   **Institution specific policies, procedures, rules, and regulations**.

I 4   **Legal guidelines of advising practice, including privacy regulations and confidentiality**.

I 5   **The characteristics, needs, and experiences of major and emerging student populations**.

I 6   **Campus and community resources that support student success**.

I 7   **Information technology applicable to relevant advising roles**.

◯ RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the ability to:

◯ R 1   **Articulate a personal philosophy of academic advising**.

◯ R 2   **Create rapport and build academic advising relationships**.

◯ R 3   **Communicate in an inclusive and respectful manner**.

◯ R 4   **Plan and conduct successful advising interactions**.

◯ R 5   **Promote student understanding of the logic and purpose of the curriculum.**

◯ R 6   **Facilitate problem solving, decision-making, meaning-making, planning, and goal setting**.

◯ R 7   **Engage in on-going assessment and development of the advising practice.**

NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

Appendix II- Student Advising Form

Academic Term: _____

Student ID#: _____

Student Name: _____

(Last Name, First Name, M.I.

Email address: _____

Telephone: _____

Home   *Work*   *Pager/Cellular*

What are your career and/or educational goals?

_____

Why did you choose Guam Community College?

_____

If undeclared, then what major (s) are you considering? Please explain.

_____

Would you like more information on the following (please check all that apply)?
- [ ] Financial Aid
- [ ] Career Counseling
- [ ] Personal Counseling
- [ ] Learning Disability
- [ ] Physical Disability
- [ ] Work Experience Credit
- [ ] Apprenticeship
- [ ] Tutoring
- [ ] Student Organizations
- [ ] Other (Specify): _____

_____

Do you have any specific questions or concerns?

_____

_____

_____

Next Appointment: _____

Advisor Comments:

_____

_____

_____

_____

_____

_____

_____

_____
Advisee Signature   Date

_____
Advisor Signature   Date

Appendix III- Advisor Referral Form

Academic Term: _____

Student ID#: _____

Student Name: _____

(Last Name, First Name, M.I.

Email address: _____

Telephone: _____

Home   *Work*   *Pager/Cellular*

Academic Advisor: _____

(Last Name, First Name, M.I.

Date Referred: _____

Reasons for Referral: _____

_____

_____

_____

_____

Referred To: _____

Date Seen: _____

Action Taken: _____

_____

_____

_____

_____

Please return completed form to referring Advisor.

Appendix IV – Common Core Values of Academic Advising

[http://www.nacada.ksu.edu/Resources/Clearinghouse]

NACADA
THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

CORE VALUES

RESPECT
Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

PROFESSIONALISM
Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

INCLUSIVITY
Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

INTEGRITY
Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

EMPOWERMENT
Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect and express individuality.

COMMITMENT
Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

CARING
Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

Appendix V – Ethical Aspects of Academic Advising

ETHICAL ASPECTS OF. ACADEMIC ADVISING
Presented by Charlie Nutt, NACADA Executive Director. Developed by Joanne K. Damminger, Ed.D.

Ethical Aspects of Academic Advising
Charlie Nutt

Abstract
At times, academic advisors face legal and ethical issues and must make decisions to resolve them. This topical session will discuss the foundation of legal and ethical aspects of advising. Discussion during the topical will help to define and clarify language associated with legal and ethical issues. The workshop will also explain ethical ideals and offer guidelines for resolving ethical dilemmas related to advising. The session may include discussion of a variety of case studies involving ethical dilemmas in academic advising.

Major outcomes include that as a result of the topical, participants will:
- Recognize and understand definitions related to ethics and legalities
- Have a cursory knowledge of the legal foundations of advising
- Recognize and be able to discuss five general ethical ideals
- Demonstrate awareness of the ethical principles related to academic advising
- Recognize principles to assist advisors in resolving ethical dilemmas in academic advising

Suggested Reading

Academic Advising Program CAS Standards and Guidelines. Available at:
http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardsForAdvising.pdf

Frank, K. (2000). Ethical Considerations and Obligations. In Gordon, V., Habley, W. & Associates, *Academic Advising: A Comprehensive Handbook*. (pp. 44-57). San Francisco: Jossey-Bass.

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Kidder, R. (1995) *How Good People Make Tough Choices*. New York, NY: William Morrow and Co.

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Lowenstein, M. & Grites, T. (1993). Ethics in Academic Advising. *NACADA Journal*, *13*(1), 53-61.

NACADA Clearinghouse: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Ethical-Decisions.htm

NACADA Core Values. Available at: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm

The Mentor: An Academic Advising Journal. Available at: http://www.psu.edu/dus/mentor/

Rachels, J. & Rachels, S. (2006). *The elements of moral philosophy* (5th ed.). New York: McGraw-Hill.

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

ETHICAL ASPECTS OF ACADEMIC ADVISING

Presented by Charlie Nutt, NACADA Executive Director
Developed by Joanne K. Damminger, EdD
Salem Community College
NACADA Summer Institute 2012

NACADA Thank you to K. Boston, R. Soto and K. Stockwell who contributed in the past to the content of this presentation.

Objectives

Participants will have an increased understanding of:

- Definitions related to Ethics
- Five Ethical Ideals
- Ethical Principles
- Resolving Ethical Dilemmas

Note: Slides are intended to serve as comprehensive notes.

What is Ethics?

According to Webster, ethics is

- The study and philosophy of human conduct
- A basic principle of right action
- The study of the general nature of morals and moral principles including the specific moral choices an individual makes in relating to others
- The rules or standards of conduct governing the members of a profession.

What is Ethics?

Lowenstein defines ethics as:

"...the attempt
to think critically
about what is right and what is wrong,
what is good and what is bad,
in human conduct."

Simply stated, "How people should act."

Lowenstein, 2008

Definition of Ethical Terms

- **Legal**—rules based "rightness"
  - right and wrong determined by others
- **Moral**—right vs. wrong
  - how we live our lives
- **Values**—honor and morality;
  - "rightness" (varies with individuals)
- **Ethics**—right vs. right
  - the theory about right and wrong

A Few "Law" Definitions

- Agency Law – principal-agent relationships; advisors are agents of their **institutions**

- Fiduciary Law – focuses on **relationship** to students
  - The person who is the fiduciary (advisor) owes duties of faith, trust, confidence, and candor to another (student)

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

Legal Foundations

- Academic advisors are "agents" of their employing institutions. Statements made by advisors may be construed as promises that obligate the institution to act, or not act, in a certain way. If a perceived promise is broken, and a student claims to be harmed, the institution may be liable to fulfill the terms of the promise.

Gordon, Habley, Grites, and Associates, 2008

Printed documents equally important ➡

Legal Implications
(not the focus of this presentation)

- Courts traditionally indicate the contractual relationship between the student and the college is evidenced in the institution's written documents, including catalogs, bulletins, brochures, and handbooks.
- Oral statements issued by an advisor will be deemed binding if the student demonstrates justifiable reliance on the statements and the representative issuing the statement actually or reasonably appears to have authority

(Legal Implications of AA Webinar, March 6, 2012, A. W. Latourette).

The Family Educational Rights and Privacy Act (FERPA, 1974)

FERPA applies to any institution that receives federal funds in any form—that is, to virtually every college and university in the nation.

Parties Protected under FERPA

FERPA extends its various rights to students who have attained 18 years of age **and** to students in attendance at institutions of postsecondary education.

- Once a student turns 18 or is attending a college or university, FERPA prevents disclosure of "education records" to the student's parents unless an exception to the consent requirement applies.
  - Under age of 21, institution may inform parents about student's use of or possession of alcohol or controlled substances
  - Permits disclosure to parents without student consent if student is dependent for tax purposes.

"Education Records"

FERPA regulates access to "education records."

- An "education record" broadly includes those records, files, documents, and other materials which contain information directly related to a student; and are maintained by an educational institution or by a person acting for such institution.
  - class schedules
  - Rosters
  - Transcripts
  - academic progress reports
  - grade reports
  - college placement test scores,
  - photographs
  - advising notes
  - disciplinary records
- Electronic records that meet the above definition may also be considered "education records."

Exceptions to Student Records

FERPA applies to all records maintained by the institution that directly relate to a student, not just the "student file," with a few exceptions, which are:

An administrator's or faculty member's own notes that are used only by that individual and are not shared with anyone else.

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

SO WHAT?
Importance to Advisors...

Very important to practitioners -

Always maximize good and minimize harm

Advisors ask,
"What is the right thing and how do I know it?"

Lowenstein, 2008

5 Ethical Ideals
(Fundamental Statements)

1. Beneficence
2. Non-Maleficence
3. Justice
4. Respect for Persons
5. Fidelity

(First 2 depend on consequences.)

#1 Beneficence

Beneficence

always bring about as much well-being as you can

among all of the people who will be affected by your actions

both directly and indirectly

and in both the short and long term.

1. Case of Marie
"Developmental Math - Does it Count for Graduation?"

A new advisor unknowingly counted a developmental math class as fulfilling the only math requirement in a specific program of study. When Marie's graduation application was reviewed, she was told she did not have the college-level math required to graduate in her program. Marie could not graduate.

#2 Non-Maleficence

Non-Maleficence
Always avoid or minimize the harm caused by your actions to all of the people who will be affected by them

both directly and indirectly

and in both the short and long term.

2. Case of Akeem
"Things Change"

Akeem, one of your advisees who is double majoring, contacts you with concern. He has completed all paperwork for both majors and expects to graduate at the end of the semester.

His concern centers on waivers that were signed to allow course substitutions for degree requirements in his second major. A new department chair reviewed his records for graduation and wants to rescind some of the substitutions. The advisor for the second major is reluctant to disagree with the new department head. The student is very frustrated and does not know to whom to turn.

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

#3 Justice

Justice

Treat all individuals fairly or equitable, granting no one any special rights or privileges that are not open to all.

"Equitably" does not have to mean "the same;" it just means that differences must not create inequalities and should have a defensible basis

---

3. Case of Saura
"It is all in the Family"

Saura comes for advising and is disappointed that she did not get to see Mr. Jones for advising. Saura goes on to explain that she wanted to see Mr. Jones because students say that Mr. Jones, who is a relative of the Registrar, registers students before registration opens by calling his spouse.

Students appreciate getting a seat in advance in the classes that fill the seats quickly.

#4 Respect

Respect for Persons

Treat individuals as ends in themselves, never solely as means to your own end. Treat them as rational, autonomous agents, not as things that can be manipulated.

- Always tell the truth
- Respect privacy (confidentiality)
- Support individual autonomy

---

4. Case of Antoinette and Anthony
"Everyone is Unique"

Antoinette is the sister of Anthony who saw a particular advisor regularly the previous year. Anthony stops by and remarks that Antoinette is just following what Anthony did for his courses and does not feel she needs advising.

The advisor calls Antoinette and explains that she is an individual and equally important as Anthony. She too needs to come for advising and discuss her own situation.

#5 Fidelity

Fidelity

Live up to all the commitments you have made, whether explicitly or implicitly.

An explicit commitment is a stated promise, like a wedding vow, but what is an *implicit* commitment?

It is a commitment that is built into a role one taken on even if one did not realize it.

---

5. Case of Hatef
"You Will Thank Me Later when you Need that Math"

An advisor fails to provide Hatef information that he could possibly waive a specific math class that he has been dreading and considers excessive because the advisor feels the math might be helpful to Hatef in the future.

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

What are some *implicit* commitments related to academic advising?

Time to Discuss

Ethical Principles

Specific to Academic Advising

What principles guide your work?

1. Seek to enhance the student's learning whenever possible
2. Treat students equitably
3. Enhance student's ability to make autonomous decisions
4. Advocate for the student
5. Tell the truth (advisees and others)
6. Respect the confidentiality of communication with the student
7. Support the institution's educational philosophy and policies
8. Maintain the credibility of the advising program
9. Accord colleagues appropriate professional courtesy and respect

Lowenstein, 2008

According to CAS

THE COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION

The CAS (Council for the Advancement of Standards) guidelines for academic advising programs require that advisors:

- Ensure privacy and confidentiality
- Impart accurate information while complying with departmental and institutional policies and rules
- Adhere to highest principle of ethical behavior
- Consult standards of relevant professional organizations
- Uphold policy, procedures & values of dept. & institution
- Handle funds responsibly

Continued...

CAS (Cont.)

THE COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION

- Abide by Human Subjects Research Policy
- Avoid personal conflict of interest
- Ensure fair and impartial treatment of all persons
- Perform within limits of training and refer when necessary
- Hold all staff members accountable
- Practice ethical behavior in use of technology

CAS

THE COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION

- Be knowledgeable about and responsive to laws and regulations that relate to advising
- Inform users or programs and services of legal obligations, limitations, institutional policies, and laws related to advising
- Be reasonably informed to limit liability
- Institution should provide access to legal advice
- Institution must inform about changes with respect to legal obligation or potential liability

According to NACADA Core Values

NACADA Core Values challenge advisors to:

- Treat students and colleagues with respect
- Honor the concept of academic freedom
- Learn about and understand the institutional mission, culture, and expectations and interpret the institution's values, mission, and goals to the community
- Obtain education and training
- Be knowledgeable and sensitive to national, regional, local and institutional policies and procedures related to harassment, technology, personal relationships with students, privacy of student information and equal opportunities

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

NACADA Core Values (Cont'd)

- Be knowledgeable and sensitive to national, regional, local and institutional policies and procedures related to harassment, technology, personal relationships with students, privacy of student information and equal opportunities
- Respect student confidentiality rights regarding personal information and practice an understanding of institutional laws and policies such as FERPA.
- Seek access and use student information only when relevant to the advising process.
- Document advising adequately

Ethical Pitfalls

- Inconsistency
- Not treating students equitably
- Dishonesty/Not giving complete information to the student
- Making an inaccurate or ill-informed assumption
- Inappropriate role with student (power differential, sexual, etc.)
- Poor professional respect for colleagues or institution

When in doubt, check it out! Listen to that inner voice!

Ethical Dilemmas in Advising

- Boundaries and definition of roles
- Competency of self or colleagues
- Referrals
- Confidentiality
- Campus conflicts (values and actions of staff vs. the institution's values and policies)
- Personal values vs. appropriate professional response and/or values and expectations of students

What have been dilemmas on your campus? →

What have been dilemmas on your campus?

Time to Discuss

So, when faced with an ethical dilemma, how should we begin?

1. Assess the situation and define the problem.
2. Check the rules – are there currently some rules or procedures in place for this?
3. What might a reasonable person think about this?
4. Check the guiding principles/ideals, consult with colleagues, and review the literature.
5. Consider all possible solutions.
6. Consider consequences of various decisions.
7. Act in a timely manner.
8. Follow-up.

When faced with an ethical dilemma …

Remember:
- Be honest…if you don't know – refer!
- Document all situations, not just problematic ones.
- Continue to review your personal ethics and their fit for your environment.

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

Training Advisors for Ethical Decision-Making

Advisors should be encouraged to solve dilemmas by:

- Considering what is at the heart of the matter
- Applying relevant policies, rules, or laws
- Weighing guiding principles and values
- Determining what is ethical or unethical
- Follow legal guidelines

Paula Landon, 2007, NACADA Clearinghouse

General Guiding Strategy can be:
When confronted with conflicting principles, do the best you can to follow all of them to the extent possible.

Lowenstein, 2008

Let's look at a few situations...

#1 Case of the Colleague

During a new student orientation, your colleague advisor, is asked to provide an overview of the University's publications. You notice that your colleague's description of the purpose and information contained within one of the publications is not accurate.

What do you do?

#2 Allegiance to Whom?

You receive a call one evening from a part-time advisor who you mentor. She is calling from her advising session and a parent and student are in the room with her. She wants to contact the Academic Dean and request a withdrawal from a class (after the withdrawal period is over) for the advisee who is not doing well. The part time advisor is repeating to you what the student has recounted about poor teaching techniques and she affirms to you on the phone (with the student present in the advising office) that she has heard other students complain about the same teacher and she herself does not think the teacher performs well. For these reasons she "needs" to help the student seek a "W."

Ethical Decision-Making

For tougher decisions, advisors may find these three principles helpful:

- **The Rules of Private Gain**—if you are the only one personally gaining from the situation, is it at the expense of another? If so, you may benefit from questioning your ethics in advance of the decision.

- **If Everyone Does it**—who would be hurt? What would the world be like? These questions can help identify unethical behavior.

- **Benefits vs. Burden**—if benefits do result, do they outweigh the burden?

W. Hajnacki, 2004
Three Rules of Management

Kidder's Resolution Principles

- **Ends-Based Thinking**
  - The greatest good for the greatest number

- **Rule-Based Thinking**
  - Follow only the principles you want others to follow

- **Care-Based Thinking**
  - Do to others what we want others to do to us
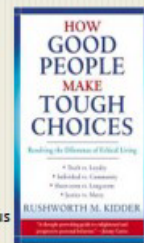
HOW GOOD PEOPLE MAKE TOUGH CHOICES

RUSHWORTH M. KIDDER

Kidder, 1995

Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)
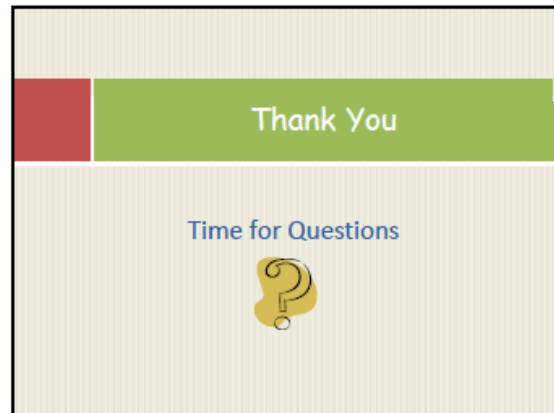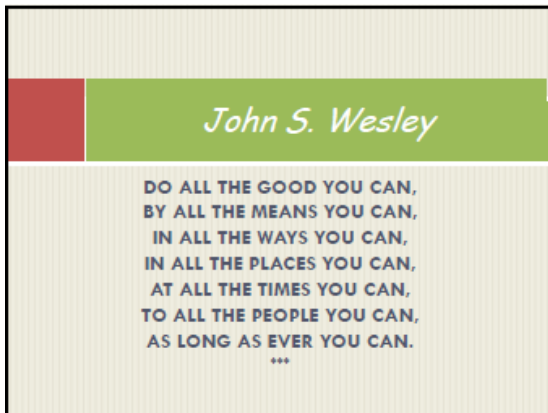
Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

Appendix VI – One-to-One Advising Skills

Source: NACADA http://www.nacada.ksu.edu/Resources/Clearinghouse

ONE-TO-ONE ADVISING SKILLS

Blane Harding
Director of the Office of Multicultural Affairs
University of Kansas

Special thanks to:
Terry Musser- Penn State University
Margaret King- Schenectady CCC
Joanne K. Damminger- Rowan University

2012 NACADA
Summer Institute
Austin, Texas
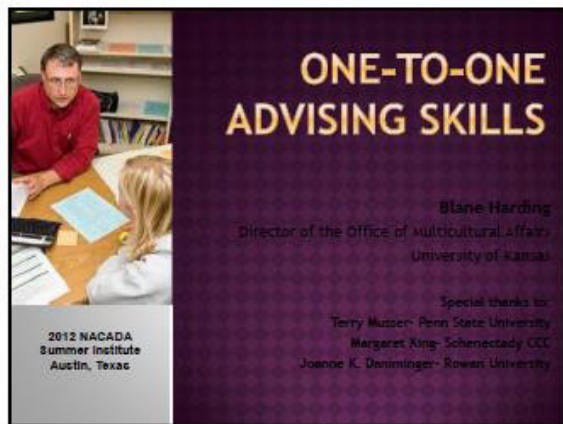
EFFECTIVE ADVISING?

- What are effective advisor competencies?
- What do students want, expect, and need?
- Why are the skills important?

WHAT WORKS FOR YOU?

- Share ideas
- Who do you advise?
- What skills are effective?
- What do students want?
- What do students need?

ACADEMIC ADVISING DEFINED:

"Academic advising is a decision-making process during which students reach their maximum educational potential through communication and information exchange with an academic advisor."

-Thomas J. Grites

ADVISING PROGRAMS.....

"...promote learning and development in students by encouraging experiences which lead to intellectual growth, the ability to communicate effectively, appropriate career choices, leadership development, and the ability to work independently and collaboratively."

-CAS Standards

OBJECTIVES

- Commitment to whole student
- Recognition and appreciation of individual differences
- Commitment to facilitating student development, success, and learning
- Provide quality services to meet student needs
- Commitment to provide access and opportunity

"Service to others is the rent we pay for our time here on earth."

One-to-One Advising

STUDENTS' EXPECTATIONS OF ADVISORS

- Available
- Knowledgeable
- Caring
- Competent

"Poor academic advising can be a reason for leaving college"
(Tinto, 1998)

COMPETENCIES

- Informational...Know
- Relational...Do
- Conceptual....Understand

Academic advising is a critical component of the mission of higher education
(Gordon & Habley, 2000; Light, 2001)

"We are what we repeatedly do.
Excellence then is not an act
but a habit."

SUCCESS

O'BANION'S ADVISING PARADIGM

COURSE SCHEDULING

COURSE CHOICE

PROGRAM CHOICE

EXPLORATION OF VOCATIONAL GOALS

EXPLORATION OF LIFE GOALS

O'Banion's Advising Model Hierarchy

RELATIONAL SKILLS

- Communication
  - verbal and non-verbal

- Questioning
  - advising interview

- Referral
  - advising strategies

COMMUNICATION SKILLS

- Attentive listening
- Maintain eye contact
- Avoid interruptions/solutions
- Consider body language
- Consider content and context of student's words
- Acknowledge student's words
- Awareness of learning patterns
- Reflect, rephrase and/or paraphrase

PARTNERSHIP SKILLS BETWEEN STUDENT AND ADVISOR

- Visions and goals: mutual agreement
- Understand and appreciate one another
- Ongoing communication
- Value, solicit, and learn from each other
- Create and implement shared, inclusive decision making

PARTNERSHIP SKILLS CONTINUED...

- Respect, trust, and mutual understanding
- Develop belief that each contributes equally to student success
- Celebrate accomplishments

EFFECTIVE QUESTIONING SKILLS

- Open ended vs. closed
- Concern for student
- Clarify
- Challenge and support

REFERRAL SKILLS

- Listening is crucial
- Student's needs, not advisor's
- Explain reason for referral
- Expected results of referral
- Specifics of referral
- Making referral
- Set time for follow-up

COALITION BUILDING SKILLS

A systematic process involving academic departments, faculty, and advising services to address the personal, career, and academic goals of those that we serve.

CAMPUS COLLABORATION

Figure 7.2. Campus Collaborations.
Source: Adapted from Kramer, 1996.
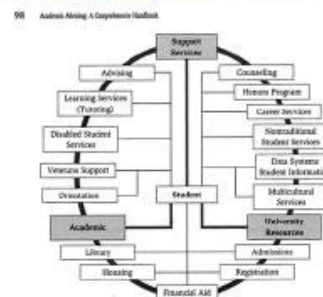
TEACHING SKILLS

"Academic advising is integral to fulfilling the teaching and learning mission of higher education."

CONCEPTUAL SKILLS

Advising has 3 components:

⊙ Curriculum

⊙ Pedagogy

⊙ Student learning outcome

CURRICULUM

⊙ Institution's mission

⊙ Culture and expectations

⊙ The meaning & interrelationship of institution's curriculum

⊙ Thinking, learning and decision making

CURRICULUM

⊙ Selection of academic program & courses

⊙ Development of life and career goals

⊙ Campus/community resources, policies & procedures

⊙ Transferability of skills and knowledge

PEDAGOGY

Advising requires the following of advising interactions:

⊙ Preparation

⊙ Facilitation

⊙ Documentation

⊙ Assessment

PREPARING FOR ADVISING SESSION

⊙ Be proactive in getting student to schedule meeting

⊙ Gather information on student

⊙ Designate clear and uninterrupted time

⊙ Student needs to be active participant

FACILITATING ADVISING SESSION

- Establish rapport
- Diagnose need
- Set goals
- Design interventions
- Evaluation and follow-up

DOCUMENTING ADVISING SESSION

- Take good notes
- Maintain confidentiality
- Do no harm
- Security

ASSESSING ADVISING SESSION

- Self assessment
- Student assessment
- Peer assessment
- Supervisor assessment

LEARNING OUTCOMES

- Overall learning outcomes for advising
- Individual learning outcomes for student

MAKING THE MOST OF COLLEGE

"Good advising may be the single most underestimated characteristic of a successful college experience."

- Richard Light, 2001

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Appendix VII – Admissions & Registration Forms

Application for Admissions (Click on the link above to access electronic form)

Application for Admissions as a Declared Student

Last Name	_____	First Name	_____
Student ID	_____	Date of Birth	_____
Email	_____	Phone	_____
Citizenship Status	_____	Semester Declaring	_____

I am applying for admission as a declared student in the following program:

Associate of Arts Degrees

☐ Culinary Arts   ☐ Education   ☐ Liberal Studies

Associate of Science Degrees

☐ Accounting

☐ Automotive Service Tech – General Service Technician

☐ Automotive Service Tech – Master Service Technician

☐ Civil Engineering Technology

☐ Computer Networking

☐ Computer Science

☐ Criminal Justice – Administration of Criminal Justice

☐ Criminal Justice – Law Enforcement Administration

☐ Criminal Justice – Forensic Lab Technician

☐ Criminal Justice – Forensic Computer Examiner

☐ Early Childhood Education

☐ Foodservice Management

☐ Human Services

☐ International Hotel Management

☐ Marketing

☐ Medical Assisting

☐ Office Technology

☐ Practical Nursing

☐ Pre-Architectural Drafting

☐ Supervision & Management

☐ Surveying Technology

☐ Tourism & Travel Management

☐ Visual Communications

Certificate Programs

☐ Automotive Service Tech General Service Technician

☐ Automotive Service Tech Master Service Technician

☐ Computer Aided Design & Drafting

☐ Computer Science

☐ Construction Technology: Carpentry

☐ Construction Technology: Electricity

☐ Construction Technology: Heating Ventilation Air-Conditioning (HVAC)

☐ Construction Technology: Masonry

☐ Construction Technology: Plumbing

☐ Construction Technology: Reinforcing Metal Worker

☐ Construction Technology: Welding

☐ Criminal Justice: Law Enforcement

☐ Criminal Justice: Marine & Terrestrial Conservation Enforcement

☐ Early Childhood Education

☐ Education

☐ Environmental Technician

☐ Family Services

☐ Fire Science Technology

☐ Medical Assisting

☐ Medium/Heavy Truck Diesel Technology

☐ Office Technology

☐ Sign Language Interpreting

☐ Supervision & Management

☐ Surveying Technology

Bachelor of Science Program

☐ Career and Technical Education

Admissions Eligibility

Submission of official transcripts are required; diplomas will not be accepted.

Admissibility is met by the following:

☐ High School Graduate

Name of High School:_____ Graduation Date:_____

Other Name (If applicable):_____

☐ High School Equivalent (GED or HiSet)

☐ Completed either AA/AS/BA or BS degree*

Name of College or University:_____

Graduation Date:_____

☐ Earned at least 45 semester hours with a cumulative GPA of 2.0 or higher*

Transcripts will be received from:

Name of College or University:_____

Name of College or University:_____

Name of College or University:_____

Name of College or University:_____

Failure to provide all transcripts will result in the denial of admissions, official transcripts can be mailed or emailed to
GUAM COMMUNITY COLLEGE
ADMISSIONS & REGISTRATION OFFICE
P.O. BOX 23069 G.M.F.
BARRIGADA, GUAM 96921-0307
Gcc.registrar@guamcc.edu
I certify that the statements made in this form are true and correct. I understand that any false information found to have been willfully given by me herein or in any supporting document may be cause for refusing to admit me to or my immediate dismissal from Guam Community College.

Student Signature:_____**Date:**_____

Admissions & Registration Use Only:

Admissibility into a program has been determined via the following:

☐ High School transcripts

☐ High School Equivalency transcripts

☐ College/University transcripts

Admissions Decision: ☐Accepted   ☐Denied

Reason for Denial:_____

Application for Reentry

Last Name		**First Name**	
Student ID		**Date of Birth**	
Email		**Phone**	
Last Sem. Attended		**Semester of Reentry**	

Declared students who do not enroll for two consecutive regular (Fall & Spring) semesters (stop-outs) and students dismissed from the college as a Declared Student must complete and submit this application to the Admissions & Registration Office. Students must meet with their Advisor or Counselor prior to the submission of this application.

Student Status: ☐ Stop-out ☐ Dismissed

Last Declared Degree/Major:

Counselor or Advisor's Name:

Counselor or Advisor's Signature: Date:

I am applying for readmission as a declared student in the following program:

Associate of Arts Degrees		
☐ Culinary Arts	☐ Education	☐ Liberal Studies

Associate of Science Degrees		

☐ Accounting	☐ Criminal Justice – Law Enforcement Administration	☐ Marketing
☐ Automotive Service Tech – General Service Technician	☐ Criminal Justice – Forensic Lab Technician	☐ Medical Assisting
☐ Automotive Service Tech – Master Service Technician	☐ Criminal Justice – Forensic Computer Examiner	☐ Office Technology
☐ Civil Engineering Technology	☐ Early Childhood Education	☐ Practical Nursing
☐ Computer Networking	☐ Foodservice Management	☐ Pre-Architectural Drafting
☐ Computer Science	☐ Human Services	☐ Supervision & Management
☐ Criminal Justice – Administration of Criminal Justice	☐ International Hotel Management	☐ Surveying Technology
		☐ Tourism & Travel Management
		☐ Visual Communications

Bachelor of Science Program

☐ Career and Technical Education

Certificate Programs

☐ Automotive Service Tech General Service Technician
☐ Automotive Service Tech Master Service Technician
☐ Computer Aided Design & Drafting
☐ Computer Science
☐ Construction Technology: Carpentry
☐ Construction Technology: Electricity
☐ Construction Technology: Heating Ventilation Air-Conditioning (HVAC)
☐ Construction Technology: Masonry
☐ Construction Technology: Plumbing
☐ Construction Technology: Reinforcing Metal Worker
☐ Construction Technology: Welding
☐ Criminal Justice: Law Enforcement

☐ Criminal Justice: Marine & Terrestrial Conservation Enforcement
☐ Early Childhood Education
☐ Education
☐ Environmental Technician
☐ Family Services
☐ Fire Science Technology
☐ Medical Assisting
☐ Medium/Heavy Truck Diesel Technology
☐ Office Technology
☐ Sign Language Interpreting
☐ Supervision & Management
☐ Surveying Technology

I acknowledge that my catalog year will change to the current active catalog at the time of reentry. My program requirements will now follow what is listed in the current catalog. I certify that the statements made in this form are true and correct. I understand that any false information found to have been willfully given by me herein or in any supporting document may be cause for refusing to readmit me to or my immediate dismissal from Guam Community College.

Student Signature: **Date:**

Admissions & Registration Use Only:

Admissions Decision: ☐ Accepted   ☐ Denied   Date:

New Catalog Year:

Reason for Denial:

Remarks:

Log in to MyGCC and click on the *Faculty tab*.
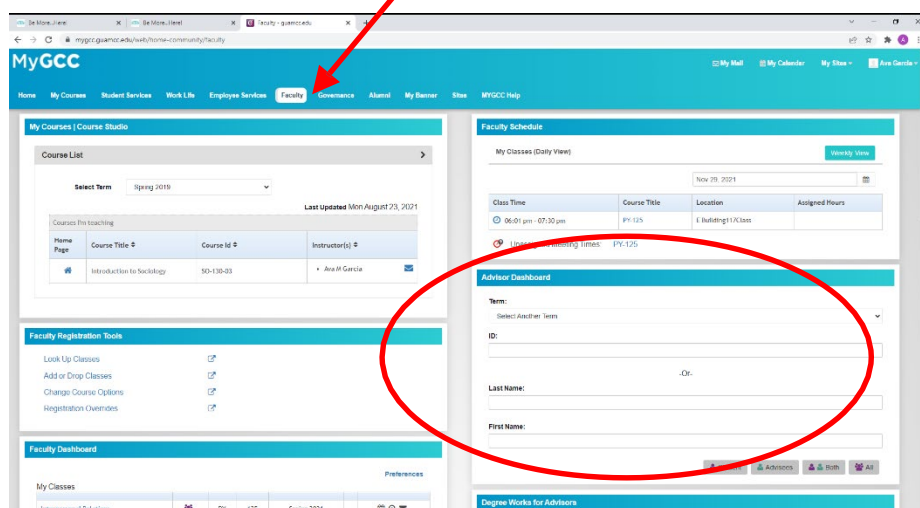
Select your term by clicking the drop down arrow. The regular term will appear as "Fall 2022", or "Spring 2022" for example.
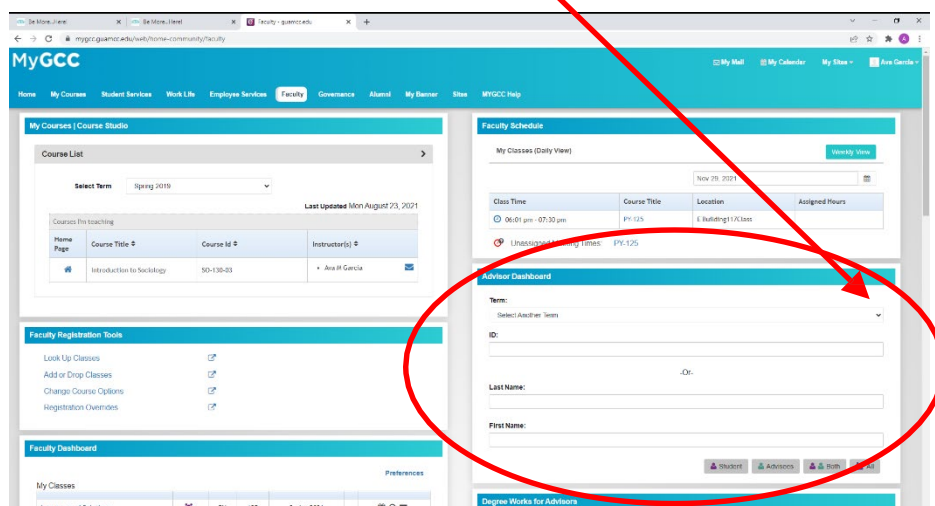
You can search based on the following:

1. *Student ID*; enter Bxxxxxx into the ID field and click the "*Advisee*" hypertext (or blue text), or
2. *Student Name*; type in the students last name and first name and then click the "*Advisee*" hypertext (or blue text), or
3. *Wildcard search*; Type the percent sign ("**%**") in the Last Name field and then click the "*Advisee*" hypertext (or blue text).).

Your advisees will be displayed in the Advisor Dashboard channel. Click on the advisee name to view available student information. Note: Once the term has started, only the advisees assigned to you and

are registered for the term will be displayed. During registration, all advisees assigned to you will be displayed.

If there are too many to display and you receive an error message, you must use Self-Service Banner (see "How to View Advisee Information via MyGCC using Self-Service Banner" guidelines).

Click on the **My Banner tab**.
In the Banner Self-Service channel, click once on the **(1) Banner Self Service** folder > click once on the **(2) Faculty and Advisors** folder > click once on the **(3) Student Information** folder > and then click the **(4) Advisee Listing** link.

Select your term and click the **Submit** button.

By clicking on any of the hyperlinks (or blue text), you will be linked to your advisee's information. Note: The email icons will allow the advisor to email an individual advisee or all advisees.
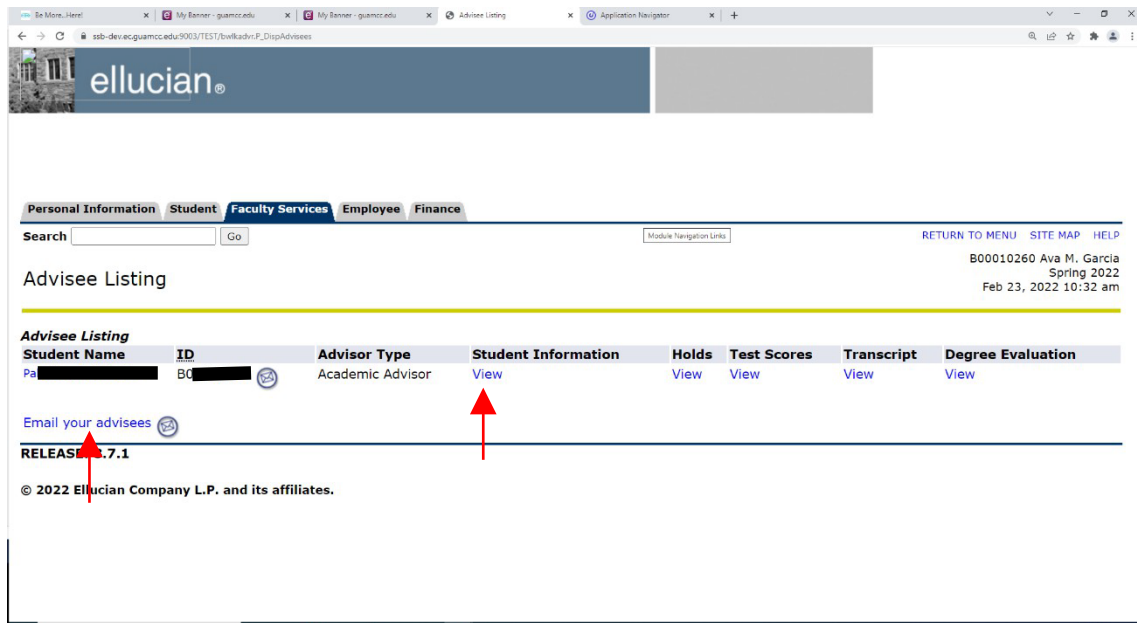
When clicking on a student's email icon, you will automatically open your email application (set up in your browser configuration; for MS Explorer see Tools > Internet Options > Programs), and the recipient's email address will appear on the "To" field.
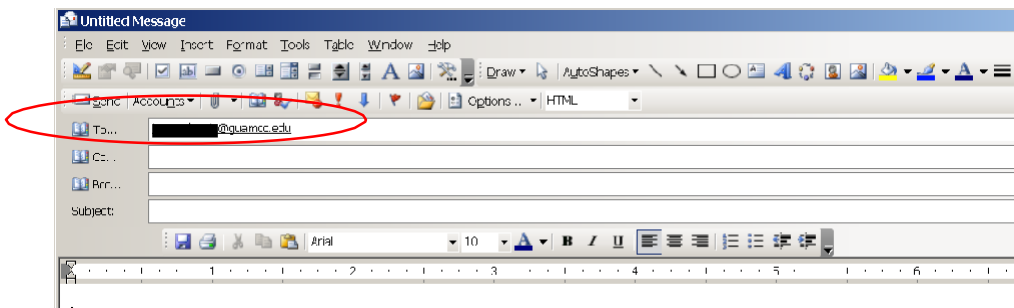
When clicking on a student's email icon, you will automatically open your email application, and the recipients' email addresses will appear on the "Bcc" field. This is intentional, and each recipient will not know who else received the same message. If you prefer, cut and paste the addresses from the "Bcc" field to the "To" field.
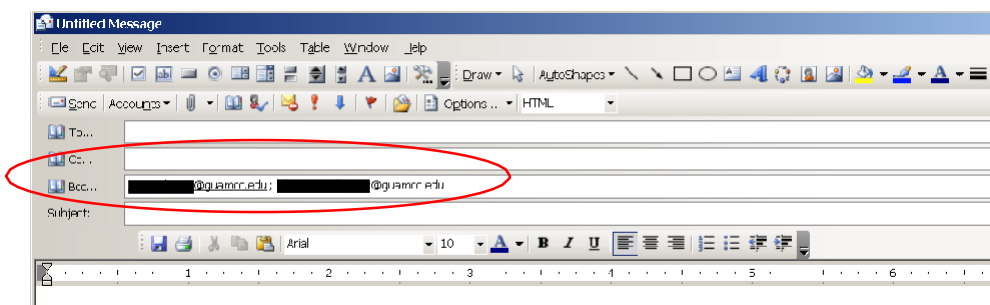
Click on the **"Faculty"** tab, scroll down to the **"Degree Works for Advisors ,"** and click on the **"Degree Works Dashboard."**

Type in student's "Banner ID" and "Enter"