

Academic Advisement Handbook



ACKNOWLEDGEMENT

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PREFACE

Thank you for taking the time to read and use the Advisor Handbook. Your role as an academic advisor is critical to the success of students at Guam Community College. Studies prove that effective academic advising increases student retention. Retaining students through program completion assures that the college is living up to its stated mission. The purpose of this handbook is to assist you in your ongoing efforts to guide, advise, and retain students as they complete 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 Advisement Program

MISSION STATEMENT

The Guam Community College's Academic Advisement Program supports the college's mission in providing students with resources for life-long learning. 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 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 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 verify and maintain their degree evaluation.
3. During the advisement 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 access available campus resources, follow through on referrals, and keep advisors informed.
5. Students will be able to follow through with their transitional plan with their academic advisor.

Academic Advising Program Goals

(Adapted from the CAS Standards, 2011)

- Promotes student success and persistence
- Assists students in making informed decisions
- Clarifies educational, career, and life goals
- Evaluates and monitors student progress
- Refers to other campus and community resources
- Distributes relevant and accurate institutional procedures and policies

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 his 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 insure 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 each Advisee;
- Be available and accessible (post contact hours);
- Provide accurate information (on degree programs, career information, job announcements);
- Help develop realistic educational and career goals;
- Assist in planning an academic program consistent with their 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 registration process and initiate course substitutions and
- Make appropriate referrals.
- When making employment referrals follow the Ethical Guide and Legal Standards for Referring Students for Employment included in this handbook.

In addition, as you continue to advise your students please refer to the MyGCC or the National Academic Advising Association (NACADA) website to review other academic advising resources.

Responsibilities of the Academic Advisee

- Be knowledgeable about and adhere to college policies, procedures, requirements, and deadlines.
- Be familiar with your program's requirements from the GCC College Catalog applicable to you.
- Review the Master Schedule of Classes for possible course options prior to an appointment with your advisor.
- Plan a tentative schedule prior to meeting with your advisor.
- Closely review your degree evaluation via MyGCC (i.e. student self-service) prior to any advising appointment.
- Schedule and keep your advising appointments.
- Know and fulfill college and program requirements. All program requirements are listed in the college catalog.
- Be responsible for completing and submitting all forms and related documents necessary for completing degree requirements.
- Follow through on recommendations or referrals discussed during your advisement appointments.
- Contact an advisor immediately with your concerns about academic progress in a particular class or during the semester.

Giving Good Advice

Giving good advice is what advising is all about! Academic advisors need to base their advice on student's career and life goals, interests, and ability to complete a proposed academic load. As the academic advisor, you should gain an understanding of each student's interests and goals as you get

acquainted. Listed below are some suggestions for assessing student progress and helping individuals understand the options they have as GCC students:

1. Use degree evaluation reports and make sure your advisee understands the details. Review the evaluation during the first advising session of each semester.
2. Complete the Student Educational Plan using the online catalog. 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 in the past with this number of credits. Review course schedule to determine if 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 this 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 students 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 your advisee to join student organizations such as Council on Postsecondary Students 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. (i.e. Counseling, Center for Student Involvement, Accommodative Services, Project AIM, 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 if they have not already. 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 Assessment and Counseling Department has counselors available to help undeclared students define their education and career goals. The Advisor Referral Form can be used to refer a student to the Assessment and Counseling Department.
(Advisor Referral Form - refer to appendices)
- **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.

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. 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 in view 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 students' previous records to determine if there is a long-standing history of poor performance and if a significant number of unsatisfactory credits have been accumulated.
- Discuss candidly the ramifications of past or present unsatisfactory performance and the possible outcome of continued unsatisfactory grades. You may wish to 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
 - Administrative Assistant 735-5583
 - Counselors 735-5562 thru 5564
 - 735-5581/5582
 2. Project Aim 735-5594/5595
 3. Office of Accommodative Services 735-5597
 4. Financial Aid 735-5543/5544
- Convey to students your concern about their academic performance and encourage them to meet with you on a regular basis.
- 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.

Very often, concerned advisors can influence students' academic careers and also may 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 and the Americans with Disabilities Act (ADA) of 1990 mandate that all postsecondary institutions that receive federal assistance must offer the same services and programs to students with disabilities that are offered to non-disabled students.

"Reasonable accommodations" must be instituted in instructional programs and departmental policies in order to ensure full educational opportunities for all students. The intent of these accommodations is not to alter the academic standards of the institution, but to allow the unique needs of students to be met. When advising students with disabilities, it is critical that advisors stress the importance of personal responsibility. Unlike high school, where parents, teachers, and counselors were engaged to ensure accommodations, in college, the student must serve as his or her own advocate.

Advising students with learning disabilities (LD) can be particularly challenging. In many instances, reading comprehension, reading rates, written expression, visual processing, and short-term memory are the greatest areas of difficulty for LD students. Even though these impairments will vary from student to student, it is important for the advisor to give particular attention to course scheduling, adjusting a student's schedule to avoid enrollment in several demanding reading or writing courses concurrently, or ensuring that a student takes critical academic skills courses in the most optimum sequence. Advisors should regularly consult with professional counselors, especially with regard to the 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. A thorough, sensitive, and comprehensive approach inclusive of the student's goals, resources, potential, supports, and disability is recommended. Two important rules should also be considered. First, advice and recommendations should be based on students' interests rather than on their limitations. Second, counsel should be given based on evidence and not on supposition (Jarrow, 1996). For those students with disabilities who are undecided, they must be encouraged to complete career inventories, explore curriculum offerings, and participate in volunteer activities that match career and personal interests.

Referring of Students 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 whether or not you can help and are 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 why you feel it proper to refer.
 - 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 you are recommending.
 - Reassure the student about the capability and qualifications of the person to meet the need expressed by the students.
 - 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 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 thru 5535	Mon-Thurs. 8:00am - 5:00pm Fri. 8:00am - 12:00pm
Assessment & Counseling	Student Services & Administration Building 735-5583 735- 5562 thru 5564 735-5581/5582	Mon/Thurs. 8:00am - 4:00pm Fri. 8:00am - 12:00pm
Financial Aid	Student Services & Administration Building 735-5543/5544	Monday - Friday 8:00am - 5:00pm
Project Aim	Student Center 735-5594/95	Mon - Fri 8:00am - 5:00pm
Office of Accommodative Services	Student Services & Administration Building 735-5597	Monday - Friday 8:00am - 5:00pm or by appointment
Center For Student Involvement	Student Center 735-5519	Monday - Friday 8:00am - 5:00pm
Library/Learning Resource Center	Learning Resource Center Circulation Desk: 735-0228/29/30 Reference Desk: 735-0231	Mon - Thurs 8:00am - 8:00pm Fri. 8:30am - 4:30pm
Health Service Center	Student Center 735-5644	Mon - Thurs 8:00am - 8:00pm Fri. 8:00am - 5:00pm
Student Support Services	B-Bldg. 735-5555	Mon - Thurs 8:00am -10:00pm Fri. 8:00am - 4:00pm Sat. 8:00am - 12:00pm

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

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, 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) protects the privacy of student records and provides for students' access to information in advising files. All notes should be written with that in mind; notes of a personal nature should not be included in this file. College officials with a legitimate interest may view student files, but other parties may do so only with the students' written permission. While FERPA does make provisions for parents of dependent students to have access to student records, advisors are not in a position to determine if those provisions have been met, and they should not release academic information to a third-party without the written consent of the student. Advisors should refer requests to review student records directly to the Registrar's Office.

Although students have a right to privacy, advisors may discuss confidential information with other appropriate individuals, such as Deans or Counselors, in an effort to help them, Courts generally respect this right and do not hold advisors liable for statements considered as privileged communications. However, personal information should remain confidential and should only be released if students intend to harm themselves or others.

Ethical Guide and Legal Standards for Referring Students for Employment

ADVISOR RESPONSIBILITIES:

- If agencies/individuals request for student referrals for a position:
 - Inform students who have expressed an interest in such a position;
 - Post the position in areas accessible to students (e.g. MyGCC, bulletin boards, etc.).
- If agencies/individuals request for minority candidates, agencies/individuals seeking to recruit students or graduates should be referred to the GCC Human Resources Office. If a request is approved:
 - Announce the position in class;
 - Post signs within the departments;
 - Notify minority student organizations.

- If agencies/individuals request for reference letters of students:
 - Obtain prior written consent from students;
 - Do not disclose personal information such as race, religion, marital status, health, disabilities or religion. By law, this should not be included in employment decisions.
- Respect the confidentiality of students and abide by the Family Educational Rights and Privacy Act (FERPA).
- Adhere to these guidelines to ensure the protection of candidates and the institution (source: National Association of Colleges and Employers).

HOW ADVISEES ARE ASSIGNED ADVISORS:

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 counselors and/or academic faculty, **adult high** students are assigned to an adult high school counselor, **apprentices** are assigned to an apprenticeship advisor, and **students taking developmental English and/or math** may be assigned additional advisors from the English and/or math departments.

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. If a department has only one full time faculty, all the students declared in that program will be assigned to said faculty. When assigning undeclared students to counselors and academic faculty, an equitable load between faculty must be achieved.

TIMELINE

Standard Operating Procedure timeline for this process is for Fall and Spring Semesters only. Initial advisee lists should be provided to faculty 2 weeks after the add/drop 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 faculty to another, an advisor(s) may be asked to assist a department that has only one advisor, or an students assigned to a faculty may be re-assigned in the event advisor is not available (e.g. retirement, sabbatical, re-assignment, etc.).

With the approval of the Dean of TSS, 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 anew advisee. Requests to change of advisor assignments may be submitted to the Admissions and Registration Office.

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 High School students are assigned to a counselor assigned by the Assessment and Counseling Office.

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 is an advising tool which will allow advisors to map out a student's educational path based on a student's educational goals and timeframe.

What is a computer-generated degree evaluation?

The degree evaluation is a report that monitors student progress toward completion of graduation requirements. The report is a guide to general education, technical, and elective courses taken and remaining to be completed. (refer to appendices)

Can a student generate a degree evaluation?

Yes, student can generate a degree evaluation using the MyGCC. After logging into MyGCC, access the "Degree Evaluation" option in the student self-service module.

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 John Payne at the Office of Accommodative Services, Student Services and Administration Building, Room 2139, 735-5597.

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 their advisor or the appropriate department.

What if a student forgot his/her password?

Refer Students to Admissions and Registration for a password to be reset.

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 the MyGCC Home page. Click on "Students", "Current Students" and "Forms".

Appendices

Appendix I - Desired Faculty Adviser Competencies

(adapted from Muser, Terry, Ph.D. Pennsylvania State University, 2011)

“The joy of advising, the deeper sense of why many choose to advise is the human element: being witness to that sacred moment when a student, “really gets it,” really risks, really faces something challenging, or really succeeds!”

-- Rusty Fox, 2008

Attitudes

According to Brown (2008), “the quality of academic advising is often determined by the quality of relationships that exist between students and their advisors. The skills that enable the establishment of effective relationships can be taught, developed, and enhanced.” The attitudes of the adviser are critical for facilitating the development of the adviser/advisee relationship.

Compassion

The academic adviser:

- Relates to students and enjoys working with this population.
- Addresses and approaches students with obvious enthusiasm for engaging the student in a meaningful way, [encouraging relationship development](#).
- Engages in discourse related to students’ [personal problems and demonstrates concern for the students’ well-being](#).
- Sees the potential in each student and strives to inspire the student to achieve his or her [goals](#).
- Has patience to allow the student time to process, think critically, explore, change his/her mind and make mistakes.
- Inserts humor, as appropriate, into the relationship and appreciates the humor presented by the student.

High Standards and Expectations for Self and Students

The academic adviser:

- Strives to be the [best adviser possible](#) for each student.
- Develops and maintains a strong ethical standard toward advising responsibilities.
- Anticipates that each student will also strive to be an exemplary student.
- Willingly engages in personal and external evaluation of advising effectiveness.

Accessibility

The academic adviser:

- Is welcoming and shows openness to engaging each student in a relationship.
- Dedicates time in his/her schedule for student development.
- Responds in a timely and meaningful way to each student request/question.

Open Mindedness and Positive Attitude

The academic adviser:

- Shows genuine concern for students and enjoyment in the [development of student relationships](#) within an advising context.
- Keeps an open mind about each student’s unique background, abilities, interests and motivation and accepts that students must determine their own academic journeys.

Collegiality

The academic adviser:

- Willingly works with other academic professionals.
- Obtains relevant information.
- Masters advising techniques.

- Mentors newer members of the advising community.

Skills

Academic advising entails relationships based largely on one-on-one interactions between a mentor and a student. Thus a number of communication, technology, and advising-specific skills contribute enormously to the success of those relationships.

Communication Skills

The academic adviser:

- Recognizes the lifelong impact our words and attitudes can have on students.
- Takes the time to listen attentively to students' goals, concerns, and ideas.
- Holds students to the commitments they make and keeps the commitments we make to students.
- Responds to students' needs (rather than imposing institutional needs or personal biases on them).
- Remains aware of students'—and our own—non-verbal communication.
- Challenges students' ideas as appropriate.
- Delivers bad news (and discusses personal and academic difficulties) with care.
- Helps students [frame setbacks](#) in terms of constructive remaining options.
- Assesses when a situation calls for professional intervention or [academic referral](#).
- Assesses when a situation calls for more probing questions.
- Makes explicit students' responsibility for their own academic and professional success.
- Guides students in the development of their professional and personal autonomy.

Additional Resources:

Effective Communication Skills (Penn State Center for Excellence in Academic Advising)

Effective Communication and Listening Skills (National Academic Advising Association)

Advising specific skills

The academic adviser:

- Uses effective teaching techniques to guide and advise students.
- Helps students link interests/abilities with majors/programs.
- Advocates for students.
- Problem solves with students.
- Facilitates decision-making.
- Updates/improves [personal advising skills](#) and academic information.
- Empowers students to explore & develop career & life goals.
- Helps students match careers with majors.
- Provides good references (jobs, 4 year college or university).
- Challenges students to think critically about their choices.
- Introduces academic options and alternatives.

Technology skills

The academic adviser:

- Knows what is available on and how to access MyGCC.
- Accesses and uses the MyGCC to its full capability:
 - Student advisee transcripts;
 - Student advisee degree evaluation;
 - Student advisee holds;
 - Email communication with students;
 - Campus announcements;
 - Registration timetables.
- Navigates departmental and/or student services' websites.

- Accesses and uses the online college catalog with the development of student's academic educational plan.
- Accesses and uses the online college's Academic Advising Handbook

Knowledge

Without institution-specific knowledge, an adviser is not capable of helping students navigate the complex information and procedures required to be successful.

Academic Degree Information

The academic adviser:

- Understands the philosophy and outcomes of the program/course curriculum.
- Produces, accesses, and interprets program and degree information, including:
 - A degree evaluation.
A degree evaluation is a computer-generated analysis that enables the student and his/her adviser to assess the student's academic progress.
 - Graduation requirements for the major.
The college's online catalog lists the degree requirements for all majors and minors offered by the college.
 - Student Handbook
 - Course scheduling and registration.
Course scheduling is done by students using MyGCC.
 - Request for change of program can be done at any time during the semester at Admissions & Registration Office.
 - College will accept transfer credits from college or university if accredited by its regional accrediting body.
 - Any Declared Student who is not making Satisfactory Progress toward a degree or certificate will be placed on Academic Probation. The student can continue for a probationary semester and enroll in the subsequent semester if progressing academically satisfactorily. Any student on Academic Probation may lose financial aid eligibility and may be dismissed from the college as a "Declared Student" if student fails to progress satisfactorily while under probation. The student may continue at the college as an "Undeclared Student". Once satisfactory progress is achieved the student may re-apply for admissions as a "Declared Student".
 - Credits granted through Advance Placement may be recorded as "CR" only after consultation with Department Chairperson, the Dean, or the Academic Vice President
 - A timeline for when students should take courses.
Student academic educational plans are available for each major via online catalog. They are suggested course sequences to be used as a guide.
- Is knowledgeable of post-graduation pathways and discusses:
 - Requirements for workplace and higher 4 year degree programs and school admission.
 - Career options, suggested pathways and specific career requirements.

College Policies and Procedures

The academic adviser:

- Accesses and understands GCC policies and procedures.
- Updates him/her-self on FERPA and other legal issues related to advising on a yearly basis.
- Accesses and is aware of important dates during the semester, including those found on the academic calendar.



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: _____

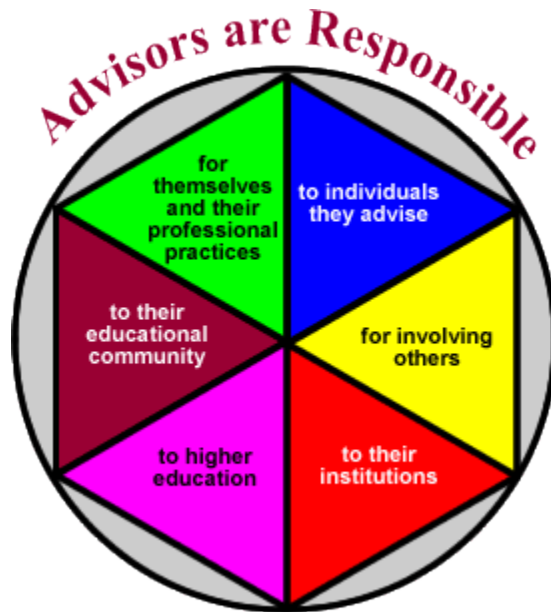
Action Taken: _____

Please return completed form to referring Advisor.

Appendix IV - Core values of academic advising

Categories: [Pillars of Academic Advising](#)

[<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Pillars-of-Academic-Advising.aspx>]



National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

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

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

The Statement of Core Values consists of three parts:

- [Introduction](#)
- [Declaration](#)
- [Exposition](#)

While each part stands alone, the document's richness and fullness of meaning lies in its totality. The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves .

Core values introduction

Categories: [Pillars of Academic Advising](#)

[<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Pillars-of-Academic-Advising.aspx>]

National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

INTRODUCTION

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

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

Core values declaration

Categories: [Pillars of Academic Advising](#)

[<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Pillars-of-Academic-Advising.aspx>]

National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

DECLARATION

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

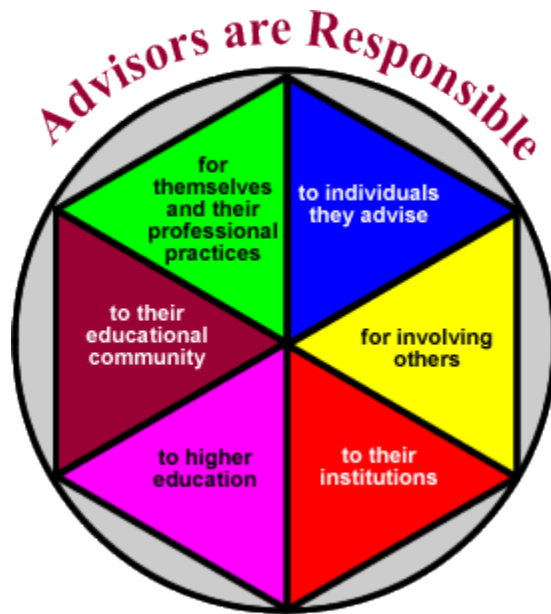
5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.



Core values exposition

Categories: [Pillars of Academic Advising](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Pillars-of-Academic-Advising.aspx)

[<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Pillars-of-Academic-Advising.aspx>]

National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

EXPOSITION

Core Value 1: Advisors are responsible to the individuals they advise.

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.
- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.
- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
 - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
 - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.

- Advisors respect students' rights to their individual beliefs and opinions.
- Advisors guide and teach students to understand and apply classroom concepts to everyday life.
- Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
- Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to effect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
- Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
- Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.
- Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
- Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Family Educational Rights and Privacy Act (FERPA).
- Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
- Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the Registrar's Office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.
- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
 - advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
 - advisors can help the institution's administrators gain a greater understanding of students' needs.
- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.
- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.
- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.
- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.
- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.
- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

Core Value 4: Advisors are responsible to higher education in general.

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.
- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.
- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

Core Value 5: Advisors are responsible to their educational community.

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain a 'listening ear' and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association 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, EdD.

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.

Gordon, V. N., Habley, W. R., Grites, T. J., & Associates. (Eds.). (2008). *Academic advising: A comprehensive handbook*. (2nd ed.) San Francisco: Jossey-Bass.

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

Kidder, R (2005) *Moral Courage*. New York, NY: William Morrow and Co.

Lowenstein, M. (2008). Ethical Foundations of Academic Advising. In Gordon, V.N., Habley, W.R., Grites, T.J., & Associates (Eds.), *Academic Advising: A Comprehensive Handbook*, (2nd ed.). (pp. 36-49). San Francisco: Jossey-Bass.

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.

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.

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.

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).

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.

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.)



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.

#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.

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.

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

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.

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!

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.

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 London, 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.*

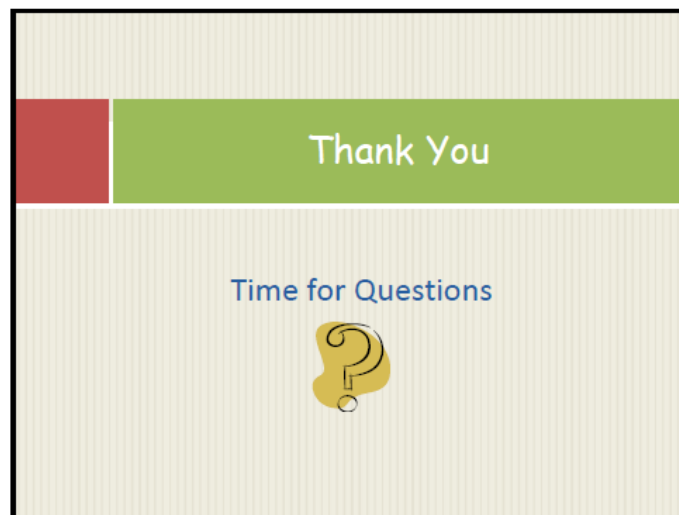
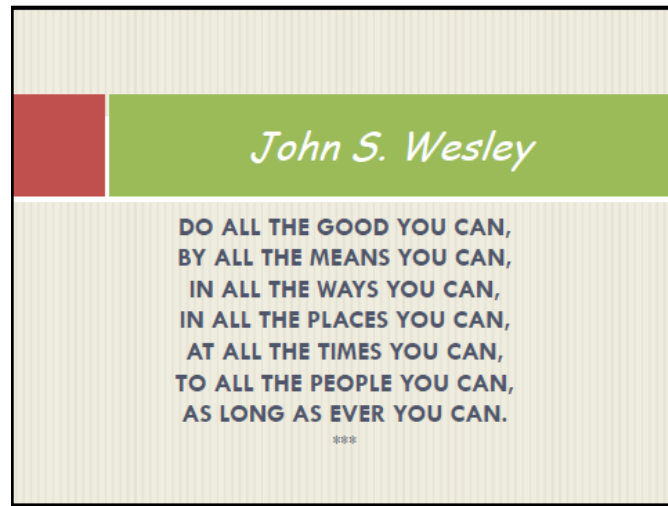
Lowenstein, 2008

Let's look at a few situations...

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.



-end-

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

Appendix VI – Degree Planner from GCC Online Catalog

[<http://catalog.guamcc.edu>]

Student ID: _____ Student Name: _____ Adviser Name: _____	Catalog: Guam Community College 2013-2014 Catalog Program: General Education Minimum Credits Required: _____
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General Education

Recognizing the necessity for students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each program.

Guam Community College believes that general education provides the academic foundation necessary for students to achieve their life goals. General education is intended to offer students a breadth of quality student learning experiences, encourage their respect for cultural heritage, promote their ethical and responsible social behavior and facilitate their life-long learning.

The General Education program strives to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication.

Guam Community College believes that high quality general education opportunities for all citizens are necessary for democratic principles and practices to exist and for a sound economy to flourish. The College continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire hope, opportunity and responsibility in all its constituencies.

Beginning fall 2010, requirements for General Education will follow the options described below. *Students declared prior to fall 2010 will follow the requirements indicated in the applicable catalog in which they first declared their major program at the college.*

Notes on new General Education requirements:

1. Students are advised to check the requirements for their specific programs before taking General Education courses.
2. Courses chosen to meet the general education requirements may not be used to meet the technical requirements of a student's specific degree program.
3. The list below contains courses with pre-requisites, so students should make their choices carefully and thoughtfully. Students may consult a counselor or an academic advisor for guidance in choosing any of the course options below.

General Education Requirements

1. English Composition:

(3 credits from the following list)

Course Name	Term Taken	Grade	Gen Ed
EN 110 - Freshman Composition (3) *			
EN 111 - Writing for Research (3) *			

2. Mathematics:

(3 credits from the following list)

Course Name	Term Taken	Grade	Gen Ed
MA 110A - Finite Mathematics (3) *			
MA 161A - College Algebra & Trigonometry I (4) *			
MA 161B - College Algebra & Trigonometry II (4) *			

3. Natural & Physical Sciences:

(4 credits from the following list)

Course Name	Term Taken	Grade	Gen Ed
SI 103 - Introduction to Marine Biology (3) *			
SI 103L - Introduction to Marine Biology Laboratory (1)			
SI 105 - Introduction to Physical Geology (3)			
SI 105L - Introduction to Physical Geology Laboratory (1)			
SI 110 - Environmental Biology (3) *			
SI 110L - Environmental Bio Lab (1)			
SI 130A - Human Anatomy & Physiology I with A&P I Laboratory (3)			
SI 130B - Human Anatomy & Physiology II with A&P II Laboratory (3)			
SI 141 - Applied Physics I (4)			

Source: AY2013-2014 GCC College Catalog; http://catalog.guamcc.edu/preview_degree_planner.php?catoid=4&poid=180&print

4. Social & Behavioral Sciences:

(3 credits from the following list)

Course Name	Term Taken	Grade	Gen Ed
SO 130 - Introduction to Sociology (3) *			
PY 120 - General Psychology (3) *			
PY 125 - Interpersonal Relations (3)			
PY 100 - Personal Adjustment (3) *			
HI 121 - History of World Civilization I (3) *			
HI 122 - History of World Civilization II (3) *			

5. Computer Literacy:

(3 credits from the following list)

Course Name	Term Taken	Grade	Gen Ed
CS 151 - Windows Applications (3) *			
CS 152 - Macintosh Applications (3)			

6. Humanities and Fine Arts:

(3-4 credits from the following list)

Course Name	Term Taken	Grade	Gen Ed
ASL 100 - American Sign Language I (4) *			
ASL 110 - American Sign Language II (4) *			
CH 110 - Chamorro I (4) *			
CH 111 - Chamorro II (4) *			
JA 110 - Beginning Japanese I (4) *			
JA 111 - Beginning Japanese II (4) *			
EN 210 - Introduction to Literature (3)			
HU 120 - Pacific Cultures (3) *			
HU 220 - Guam Cultures & Legends (3)			
PI 101 - Introduction to Philosophy (3) *			
VC 101 - Introduction to Visual Communications (3)			
TH 101 - Introduction to the Theater (3)			

Total General Education Requirements: 19-20 Credits

Other major programs may have more General Education credit requirements so students must always consult their specific major program's requirements prior to declaring a major.

**Courses articulate to the University of Guam*

IMPORTANT NOTE: Some programs require different levels of course work to meet General Education requirements.

1. Civil Engineering students must take SI 141, SI 142, MA 161A, and MA 161BMA 161B as their general education requirements.
2. Computer Networking students must take SI 141 as their science requirement.
3. Criminal Justice students must also take PS 140 as part of their General Education requirements.
4. Culinary Arts students must take HS 145 to fulfill their math requirement.
5. Education majors must take EN 110 and ASL 110 as part of their General Education requirements. Bachelor Foundation majors must also take PY 120 to fulfill their Social & Behavior Sciences requirement.
6. Forensic Lab Tech majors must take SI 130to fulfill their science requirement. All Criminal Justice and Forensic Lab Tech students must also take PS 140 to fulfill their Social & Behavioral Sciences requirement.
7. Marketing majors must take CS 152 to fulfill their computer requirement.
8. Medical Assisting students must take SI 130 to fulfill their science requirement.
9. Pre-Architectural Drafting students must take EN 194, MA 161B, and SI 141 as part of their General Education requirements.
10. Surveying Technology students must take MA 161A and SI 141 as part of their General Education requirements.
11. Visual Communication majors must take CS 152as part of their General Education requirements.

Notes:

Student ID: _____	Catalog: Guam Community College 2013-2014 Catalog
Student Name: _____	Program: Criminal Justice, A.S. Minimum Credits
Adviser Name: _____	Required: _____

Criminal Justice, A.S.

Program Mission

It is the mission of the Criminal Justice program to prepare, educate, and train students for the Criminal Justice profession. Criminal Justice graduates will be lifelong learners who possess current technical knowledge of the criminal justice system, communication skills to communicate effectively within the criminal justice system, and an understanding of the interrelations of the criminal justice professional and society.

Program Description

This program is designed to address training requirements for students seeking employment as police officers, marshals, conservation officers, Guam Customs officers, investigators, corrections officers, forensic computer examiners, forensic lab technicians, and other public safety employees. Students may choose an emphasis in one of four areas of concentration:

- Administration of Criminal Justice
- Law Enforcement Administration
- Forensic Lab Technician
- Forensic Computer Examiner

Some courses in this program must be sequenced because of prerequisite requirements. Other courses, including Mathematics and English, require placement testing before enrollment is granted. (See a Criminal Justice advisor before enrolling in this program or choosing electives.)

Program Student Learning Outcomes (SLOs):

Upon successful completion of the AS in Criminal Justice program, students will be able to:

1. Identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights.
2. Describe the process of the criminal justice system including the duties and responsibilities of the criminal justice professional as it pertains to one of the chosen concentration areas: Administration of CJ, Law Enforcement Administration, Forensic Lab Technician, or Forensic Computer Examiner.
3. Demonstrate the ability to understand the interrelations, ethics, and role expectations of the criminal justice professional in society
- 4.

A. General Education Requirements

Please refer to the new General Education requirements in this catalog.

Note: Forensic Lab Tech majors must take SI 130 to fulfill their science requirement. All Criminal Justice and Forensic Lab Tech students must also take PS 140 to fulfill their Social & Behavioral Sciences requirement.

Minimum Total General Education Requirements - 22

B. Technical Requirements

Course Name	Term Taken	Grade	Gen Ed
CJ 100 - Introduction to Criminal Justice (3)			
CJ 150 - Criminal Procedure (3) +			
CJ 200 - Criminal Law (3) +			
CJ 206 - Social Values & The Criminal Justice Process (3) +			
CJ 290 - Criminal Justice Internship (3) (In specified area of concentration) + +			

Total Technical Requirements - 15

C. Area of Concentration Requirements

1. Administration of Criminal Justice (CJ)

Course Name	Term Taken	Grade	Gen Ed
CJ 101 - Juvenile Justice Process (3) +			
CJ 107 - Introduction to Corrections (3)			
CJ 204 - Introduction to Criminology (3) +			
CJ 209 - Concept of Police Operations (3) +			
• Any related, or Technical course (9)			
• Any Gen Ed course (3)			

Total Administration of CJ Requirements - 24

Source: AY2013-2014 GCC College Catalog; http://catalog.guamcc.edu/preview_degree_planner.php?catoid=4&poid=179&returnto=754&print

2. Law Enforcement Administration (LEA)			
Course Name	Term Taken	Grade	Gen Ed
CJ 205 - Police Report Writing (3) +			
CJ 209 - Concept of Police Operations (3) +			
CJ 225 - Criminal Investigation (3) +			
CJ 250 - Police Organizational Theory (3) +			
<input type="checkbox"/> Any related, or Technical course (9)			
<input type="checkbox"/> Any Gen Ed course (3)			
Total LEA Requirements - 24			
3. Forensic Lab Technician			
Course Name	Term Taken	Grade	Gen Ed
CJ 122 - Introduction to Forensic Science (4) +			
CJ 225 - Criminal Investigation (3) +			
HL 120 - Medical Terminology (2)			
MA 161A - College Algebra & Trigonometry I (4) +			
MA 161B - College Algebra & Trigonometry II (4) +			
SI 141 - Applied Physics I (4) +			
SI 150 - Introduction to Microbiology (4) +			
SI 102 - General Chemistry With Laboratory (4) +			
Total Forensic Lab Technician Requirements - 29			
4. Forensic Computer Examiner			
Course Name	Term Taken	Grade	Gen Ed
CJ 122 - Introduction to Forensic Science (4)			
CJ 225 - Criminal Investigation (3)			
CJ 260 - Forensic Computer Examiner (4)			
CS 101 - Introduction to Computer Systems & Information Technology (3)			
CS 205 - Network Communications (4)			
CS 210 - Windows Professional (3) + CS 215 - Windows Server (3) + CS 217 - Windows Directory Services (3)			
EE 211 - It Essentials I (4)			
Total Forensic Computer Examiner Requirements - 31			
*Course marked with an asterisk indicate that the curriculum is currently being developed for adoption			
Total Credits Required			
Administration of CJ - 61			
Law Enforcement Admin - 61			
Forensic Lab Technician - 66			
Forensic Computer Examiner - 68			
Notes:			

Student ID: _____	Catalog: Guam Community College 2013-2014 Catalog
Student Name: _____	Program: Criminal Justice Certificate Minimum Credits
Adviser Name: _____	Required: _____

Criminal Justice Certificate

Program Mission

It is the mission of the Criminal Justice program to prepare, educate, and train students for the Criminal Justice profession. Criminal Justice graduates will be lifelong learners who possess current technical knowledge of the criminal justice system, communication skills to communicate effectively within the criminal justice system, and an understanding of the interrelations of the criminal justice professional and society.

Program Description

The Certificate in Basic Law Enforcement was initially developed when Guam Community College was created by Public Law 14-77 and the responsibility for police basic training was transferred from the University of Guam to Guam Community College. Presently, it continues to be the required curriculum for all territorial law enforcement academy cycles.

The first substantive revision was made in February 2011, which was made upon the Criminal Justice Advisory Committee request to realign the Certificate Program and the Criminal Justice Associate Degree Program. It also addressed new general education core requirements to commence Fall Semester 2003.

The second substantive revision created a new area of concentration in Marine & Terrestrial Conservation Enforcement. Students may now elect to graduate with a Certificate in Criminal Justice with an emphasis in either Law Enforcement or Marine & Terrestrial Conservation Enforcement.

Course requirements may identify prerequisites that must be completed with a passing grade. Prerequisite course credits are not counted as credits earned towards the program unless they are certificate core course requirements. Prerequisites are identified in the course description section of this catalog and below with a + sign next to each course with a prerequisite.

Program Student Learning Outcomes (SLOs):

Upon successful completion of the Certificate in Criminal Justice program, students will be able to:

1. Identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights.
2. Describe the process of the criminal justice system and the duties and responsibilities of the criminal justice professional.
3. Demonstrate the ability to understand the interrelations, ethics, and role expectations of the criminal justice professional in society.

A. General Education Requirements

Note: Criminal Justice students concentrating in Law Enforcement must take PY 125 as their general education requirement. Marine and Terrestrial Conservation Enforcement must take SI 120 as their general education requirement.

Course Name	Term Taken	Grade	Gen Ed
EN 100R - Fundamentals of English/Reading (3) +			
EN 100W - Fundamentals of English/Writing (3) +			
MA 095 - Pre-College Mathematics (4) +			
* Note: Criminal Justice students concentrating in Law Enforcement must take PY 125 as their general education requirement. Marine and Terrestrial Conservation Enforcement must take SI 120 as their general education requirement.			

Total General Education Requirements - 3

Note to students: The credits in parenthesis above count only for billing purposes and student semester load. They do not count toward credits needed for any degree or certificate.

B. Area of Concentration Requirements

1. Law Enforcement Concentration Requirements

Course Name	Term Taken	Grade	Gen Ed
CJ 100 - Introduction to Criminal Justice (3)			
CJ 102 - First Responder (3)			
CJ 126 - Officer Survival (3) +			
CJ 126L - Officer Survival Laboratory (1) +			
CJ 132 - Emergency Vehicle Operator Course (EVOC) (3) +			
CJ 135 - Firearms Use/Safety/Care (3) +			
CJ 150 - Criminal Procedure (3) +			
CJ 200 - Criminal Law (3) +			
CJ 205 - Police Report Writing (3) +			
CJ 225 - Criminal Investigation (3) +			

Total Law Enforcement Concentration Requirements - 28

Source: AY2013-2014 GCC College Catalog; http://catalog.guamcc.edu/preview_degree_planner.php?catoid=4&poid=198&returnto=753&print

2. Marine & Terrestrial Conservation Enforcement Concentration Requirements			
Course Name	Term Taken	Grade	Gen Ed
CJ 100 - Introduction to Criminal Justice (3)			
CJ 102 - First Responder (3)			
CJ 122 - Introduction to Forensic Science (4) +			
CJ 126 - Officer Survival (3) +			
CJ 126L - Officer Survival Laboratory (1) +			
CJ 132 - Emergency Vehicle Operator Course (EVOC) (3) +			
CJ 135 - Firearms Use/Safety/Care (3) +			
Total Marine & Terrestrial Conservation Enforcement Concentration Requirements - 20			
C. Related Technical Requirements			
Course Name	Term Taken	Grade	Gen Ed
CJ 150 - Criminal Procedure (3) +			
CJ 200 - Criminal Law (3) +			
CJ 205 - Police Report Writing (3) +			
CJ 225 - Criminal Investigation (3) +			
Total Related Technical Requirements - 15			
Total Credits Required Law Enforcement - 31			
Total Credits Required Marine & Terrestrial Conservation Enforcement - 38			
Notes:			

Source: AY2013-2014 GCC College Catalog: http://catalog.guamcc.edu/preview_degree_planner.php?catoid=4&poid=198&returnto=753&print

Appendix VII – Admissions & Registration Forms



PERSONAL INFORMATION FORM

PLEASE PRINT ALL INFORMATION

STUDENT ID NUMBER

SSN, DRIVER'S LICENSE, etc.

LEGAL NAME: _____ DATE OF BIRTH: _____
Last Name MI Month/Day/Year

FORMER NAME: _____ GENDER: () MALE () FEMALE
If you have used another name(i.e. Maiden Name)please list here

MAILING ADDRESS: _____
PO BOX / STREET NAME CITY STATE ZIP CODE

RESIDENTIAL ADDRESS _____
HSE#/ APT# STREET NAME CITY STATE ZIP CODE

HOME PHONE#: _____ WORK PHONE#: _____ CELL PHONE#: _____

EMAIL ADDRESS: _____ () WORK () PERSONAL () OTHER

MARK THE ITEM BELOW THAT BEST APPLY TO YOU

CITIZENSHIP STATUS: <input type="checkbox"/> US CITIZEN <input type="checkbox"/> NON CITIZEN	MARITAL STATUS: <input type="checkbox"/> SINGLE <input type="checkbox"/> SINGLE PARENT <input type="checkbox"/> MARRIED <input type="checkbox"/> DIVORCED <input type="checkbox"/> SEPARATED
ETHNIC ORGIN	
<input type="checkbox"/> AMERICAN INDIAN <input type="checkbox"/> ALASKAN <input type="checkbox"/> BLACK or AFRICAN AMERICAN <input type="checkbox"/> CHAMORRO <input type="checkbox"/> CHINESE	<input type="checkbox"/> CHUUKES <input type="checkbox"/> FILIPINO <input type="checkbox"/> HISPANIC or LATINO <input type="checkbox"/> JAPANESE <input type="checkbox"/> KOREAN
<input type="checkbox"/> KOSRAEAN <input type="checkbox"/> PALAUAN <input type="checkbox"/> PONAPEAN <input type="checkbox"/> VIETNAMESE <input type="checkbox"/> WHITE, NOT HISPANIC	<input type="checkbox"/> OTHER SPECIFY: _____

EMERGENCY CONTACT INFORMATION

NAME: _____ RELATIONSHIP: _____
Last First MI

ADDRESS: _____
P.O. BOX or HOME DELIVERY ADDRESS CITY STATE ZIP CODE

HOME PHONE: _____ WORK PHONE: _____ CELL PHONE: _____

FORMER SCHOOL(S) ATTENDED

NAME AND LOCATION	DATES ATTENDED	GRADUATION DATE
	TO	
	TO	
	TO	

ADMISSIONS TERM

☐ FALL 20____ ☐ SPRING 20____ ☐ SUMMER 20____

STUDENT TYPE

☐ ADULT HIGH SCHOOL ☐ CONTINUING ☐ TRANSFER STUDENT ☐ RETURNING STUDENT
☐ FIRST TIME FRESHMAN ☐ HIGH SCHOOL STUDENT ☐ NEW STUDENT TO GCC ☐ TRANSFER STUDENT

RESIDENCY STATUS

I AM A LEGAL RESIDENT OF _____ (YOUR LEGAL RESEIDENCE IS USUALLY YOUR VOTING RESIDENCE)

☐ RESIDENT ☐ MILITARY PERSONNEL ☐ INTERNATIONAL STUDENT ☐ COMPACT OF FREE ASSOCIATION
☐ NON-RESIDENT ☐ MILITARY DEPENDENT VISA TYPE: _____ FSM STATE: _____

DEMOGRAPHIC INFORMATION (Not required for admissions)

ARE YOU A MILITARY VETERAN	<input type="checkbox"/> YES <input type="checkbox"/> NO	MILITARY STATUS	<input type="checkbox"/> ACTIVE <input type="checkbox"/> RESERVE <input type="checkbox"/> RETIRED
MARK THE ITEM BELOW THAT BEST APPLIES TO YOU			
<input type="checkbox"/> MONTGOMERY GI BILL	<input type="checkbox"/> REHABILITATION	<input type="checkbox"/> POST VIETNAM	<input type="checkbox"/> WIDOW
<input type="checkbox"/> RESERVE/NATIONAL GUARD W/ 6 YEARS		<input type="checkbox"/> RESERVE/NATIONAL GUARD W/ ADDITIONAL	

HIGHEST YEAR OF SCHOOL COMPLETED			
<input type="checkbox"/> AA/AS DEGREE	<input type="checkbox"/> GED CERTIFICATE	<input type="checkbox"/> HIGH SCHOOL DIPLOMA	<input type="checkbox"/> SOME COLLEGE
<input type="checkbox"/> 4 YEAR COLLEGE	<input type="checkbox"/> GRADUATE STUDIES	<input type="checkbox"/> NONE	<input type="checkbox"/> TECHNICAL/CERTIFICATE
EDUCATIONAL GOAL			
<input type="checkbox"/> COMPLETE ADULT HIGH SCHOOL	<input type="checkbox"/> DRIVER'S LICENSE	<input type="checkbox"/> EARN GED	<input type="checkbox"/> TEACHER'S CERTIFICATION
<input type="checkbox"/> EARN ASSOCIATES DEGREE (AS/AA)	<input type="checkbox"/> COMPLETE EXTERNAL DIPLOMA	<input type="checkbox"/> INDUSTRY CERT	<input type="checkbox"/> TRANSFER CREDITS
<input type="checkbox"/> EARN A BA/BS AFTER AA/AS	<input type="checkbox"/> EMPLOYMENT UPGRADE	<input type="checkbox"/> JOURNEY WORKER CERT	<input type="checkbox"/> US CITIZENSHIP
<input type="checkbox"/> FULL COLLEGE ADMISSIONS	<input type="checkbox"/> PERSONAL ENRICHMENT	<input type="checkbox"/> MILITARY	
<input type="checkbox"/> EARN A CERTIFICATE	<input type="checkbox"/> ENGLISH AS A SECOND LANGUAGE	<input type="checkbox"/> SKILLS ENRICHMENT	

ACCOMODATIVE SERVICES:	ARE YOU A PERSON WITH A DISABILITY? <input type="checkbox"/> YES <input type="checkbox"/> NO	DO YOU REQUIRE ACCOMODATIONS? <input type="checkbox"/> YES <input type="checkbox"/> NO
------------------------	--	--

THE LANGUAGE USED AT YOUR HOME- YOU TO PARENTS	THE LANGUAGE USED AT YOUR HOME- PARENTS TO YOU
<input type="checkbox"/> CANTONESE <input type="checkbox"/> KOREAN <input type="checkbox"/> VIETNAMESE <input type="checkbox"/> CHAMORRO <input type="checkbox"/> MANDARIN <input type="checkbox"/> OTHER _____ <input type="checkbox"/> ENGLISH <input type="checkbox"/> MICRONESIAN <input type="checkbox"/> JAPANESE <input type="checkbox"/> TAGLOG	<input type="checkbox"/> CANTONESE <input type="checkbox"/> KOREAN <input type="checkbox"/> VIETNAMESE <input type="checkbox"/> CHAMORRO <input type="checkbox"/> MANDARIN <input type="checkbox"/> OTHER _____ <input type="checkbox"/> ENGLISH <input type="checkbox"/> MICRONESIAN <input type="checkbox"/> JAPANESE <input type="checkbox"/> TAGLOG

PUBLIC ASSISTANCE PROGRAMS (Please mark all that apply to you)		
<input type="checkbox"/> AHRD	<input type="checkbox"/> GHURA SELF SUFFICIENT	<input type="checkbox"/> GHURA PUBLIC HOUSING
<input type="checkbox"/> BLOCK GRANT	<input type="checkbox"/> DHS FOOD STAMP/ WELFARE	<input type="checkbox"/> GHURA SECTION 8
<input type="checkbox"/> PUBLIC HEALTH FOOD STAMP	<input type="checkbox"/> GHURA, GUAM TRANKILIDAT	<input type="checkbox"/> PUBLIC HEALTH WELFARE

PERSONAL STATUS			
<input type="checkbox"/> DISLOCATED WORKER	<input type="checkbox"/> NON SUPERVISORY	<input type="checkbox"/> RETIRED	<input type="checkbox"/> UNEMPLOYED
<input type="checkbox"/> DISPLACED HOMEMAKER	<input type="checkbox"/> NOT EMPLOYED & NOT SEEKING	<input type="checkbox"/> SUPERVISORY	<input type="checkbox"/> WIA IB
<input type="checkbox"/> INCARCERATED	<input type="checkbox"/> REHABILITATION	<input type="checkbox"/> TANF	<input type="checkbox"/> OTHER: _____

SPECIAL PROGRAMS			
<input type="checkbox"/> STATE CORRECTIONS	<input type="checkbox"/> HOMELESS PROGRAM	<input type="checkbox"/> ALTERNATIVE EDUCATION	<input type="checkbox"/> DISTANCE LEARNING
<input type="checkbox"/> WORKPLACE EDUCATION	<input type="checkbox"/> TUTORING	<input type="checkbox"/> CARL PERKINS	<input type="checkbox"/> NON-TRADITIONAL
<input type="checkbox"/> EL CIVICS	<input type="checkbox"/> COMMUNITY CORRECTIONS	<input type="checkbox"/> FAMILY LITERACY	<input type="checkbox"/> OTHER: _____

HOW DID YOU LEARN ABOUT GCC AND ITS CLASSES?			
<input type="checkbox"/> GCC CATALOG	<input type="checkbox"/> FAMILY/ FRIENDS/ WORD OF MOUTH	<input type="checkbox"/> NEWSPAPER AD	<input type="checkbox"/> SENT BY EMPLOYER
<input type="checkbox"/> GCC EMP/COUNSELOR/ADVISOR	<input type="checkbox"/> HIGH SCHOOL RECRUITING EVENT	<input type="checkbox"/> RADIO AD	<input type="checkbox"/> TV AD
<input type="checkbox"/> GCC WEB PAGE/ INTERNET SITE	<input type="checkbox"/> JOB FAIR	<input type="checkbox"/> SCHOOL COUNSELOR/ADVISOR	<input type="checkbox"/> WALK IN STUDENT

I certify that the statements made in this Personal Information 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'S SIGNATURE: _____ Date: _____

Revised March 2009



Received by: _____ on _____

APPLICATION FOR ADMISSIONS AS A DECLARED STUDENT

LEGAL NAME: _____
LAST FIRST MI

STUDENT ID NUMBER _____

DATE OF BIRTH: _____

If you have used another name (maiden/other) please list here _____

GUAM MAILING ADDRESS: _____ GENDER: ☐ MALE ☐ FEMALE

TELEPHONE NUMBER: _____

Is this your first time attending GCC at the college level? ☐ Yes ☐ No

CITIZENSHIP STATUS: _____

Note: Foreign students must apply for an I-20 status

If NO, when was the last semester and year you attended GCC? _____

Have you ever attended a college or university? ☐ Yes ☐ No

If YES, name of college or university _____

Did you earn any credits? ☐ Yes ☐ No

Are you applying for any financial assistance from the college? ☐ Yes ☐ No

I am applying for admissions as a DECLARED STUDENT. I plan to work towards

() Associates of Arts

() Associate of Science

Program: _____

(example: Accounting, Computer Science, Marketing, etc.)

see current catalog for complete listing of programs

() Certificate

IF YOU DECIDE TO CHANGE YOUR PROGRAM OF STUDY (MAJOR), YOU MUST COMPLETE A CHANGE OF PROGRAM FORM AT THE ADMISSIONS AND REGISTRATION OFFICE.

_____ 1) I am a high school graduate from _____ on _____

Please complete a TRANSCRIPT REQUEST FORM; GCC must receive an **OFFICIAL TRANSCRIPT** from your graduating high school. Your transcript must show your graduation date. If you graduated under a different name, be sure to list that name above.

_____ 2) I have attained the equivalent of a high school diploma (GED) or AA/ AS/BA/BS degree from _____

Name of College, University or Other

On _____ or earned at least 60 semester hours from _____ with a cumulative GPA of 2.0 or higher.

Please complete a TRANSCRIPT REQUEST FORM. GCC must receive an **OFFICIAL TRANSCRIPT**.

NOTE: All documents transcripts and forms submitted by the student during the admissions process becomes property of the College and will not be copied for the student's own use, returned to the student, or forwarded on behalf of the student to any other institution.

STUDENT'S SIGNATURE: _____ DATE: _____

Transcripts have been received from:

Remarks: _____

ACTION TAKEN ON THIS APPLICATION () ACCEPTED () DENIED on _____ on the basis of
Date/ Semester /Year

REGISTRAR/DESIGNEE'S SIGNATURE: _____



CHANGE OF PROGRAM/ADD SECOND MAJOR REQUEST FORM

Received by: _____ on _____

THIS FORM IS TO BE FILLED OUT BY DECLARED STUDENTS ONLY

LAST NAME: _____
LAST FIRST MI

STUDENT ID NUMBER: _____
(i.e. Driver's License)

If you have attended GCC or another school under another name, list here

DATE OF BIRTH: _____
MONTH/DAY/YEAR

MAILING ADDRESS: _____
P.O BOX OR HOME MAILING ADDRESS

GENDER: () MALE () FEMALE

VILLAGE STATE ZIP CODE

PHONE: _____
HOME OTHER

ENROLLMENT STATUS

SEMESTER

SPECIAL STATUS

- ☐ NEW STUDENT
☐ CONTINUING STUDENT
☐ RETURNING/
FORMER STUDENT

- ☐ SPRING 20_____
☐ SUMMER 20_____
☐ FALL 20_____

- ☐ I am receiving VA Educational Benefits
☐ I am receiving Financial Aid (Pell Grant, etc.)
☐ I am an I-20 Student (Foreign)
☐ An AGENCY is paying my tuition at GCC

PLEASE CHANGE MY PROGRAM OF STUDY:

FROM: _____

(CHECK ONE)

- ____ Associate of Arts
____ Associate of Science
____ Certificate

TO: _____

ADD/DELETE SECOND MAJOR:

ADD: _____

(CHECK ONE)

- ____ Associate of Arts
____ Associate of Science
____ Certificate

DELETE: _____

I WISH TO BEGIN MY NEW PROGRAM OF STUDY DURING THE: SPRING 20_____

SUMMER 20_____

FALL 20_____

STUDENT'S SIGNATURE: _____

DATE: _____

ADMISSIONS & REGISTRATION OFFICE USE ONLY

ACTION TAKEN ON THIS REQUEST

APPROVED FOR SEMESTER/YEAR: _____ DATE OF CHANGE/ADD: _____

NOTICE TO STUDENT: Your request to change your major/add second major has been approved. Please refer to the most current GCC Catalog for all of your new program requirements.

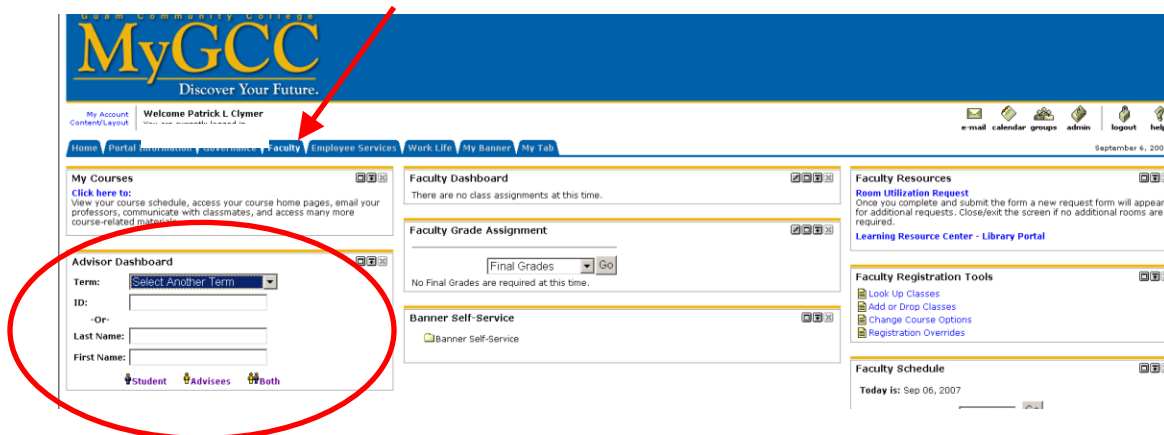
DISAPPROVED: _____ REMARKS: _____
MM/DD/YY

REGISTRAR'S SIGNATURE: _____

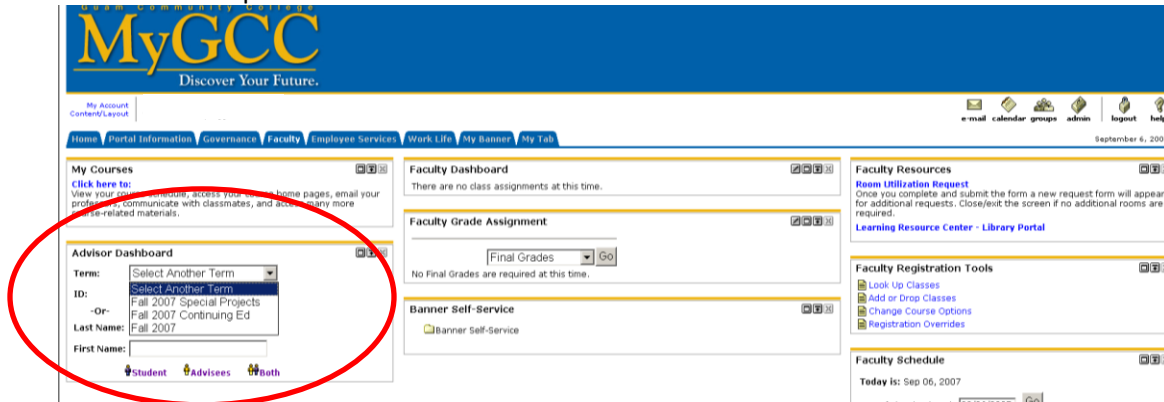
Appendix VIII – How to Guides for Advisors (MyGCC)

How to Access Advisee List and Advisee Information via MyGCC.

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 2007”, or “Spring 2008” 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).).

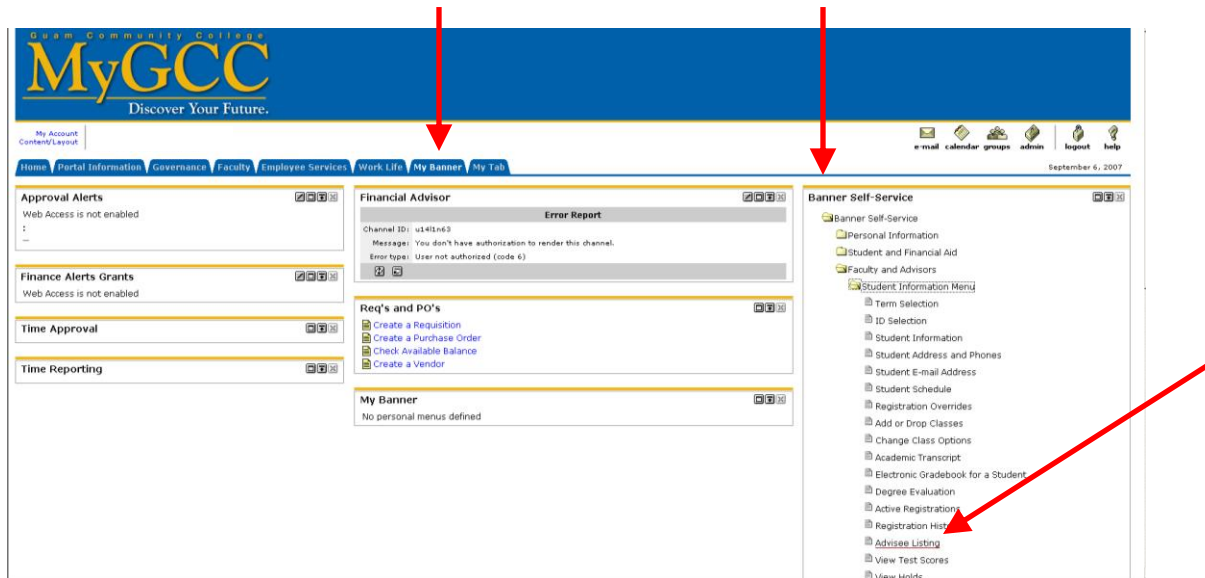
Your advisees will be displayed in the Advisor Dashboard channel. Click on the advisee name to view available student information. Note: Once the term has started only the advisees assigned to you and are registered for the term will be displayed. During registration all advisees assigned to you will 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).

How to Access Advisee List and Advisee Information via MyGCC.

Click on the **My Banner** tab.

In the Banner Self-Service channel click once on the **Banner Self Service** folder > click once on the **Faculty and Advisors** folder > click once on the **Student Information** folder > and then click the **Advisee Listing** link.



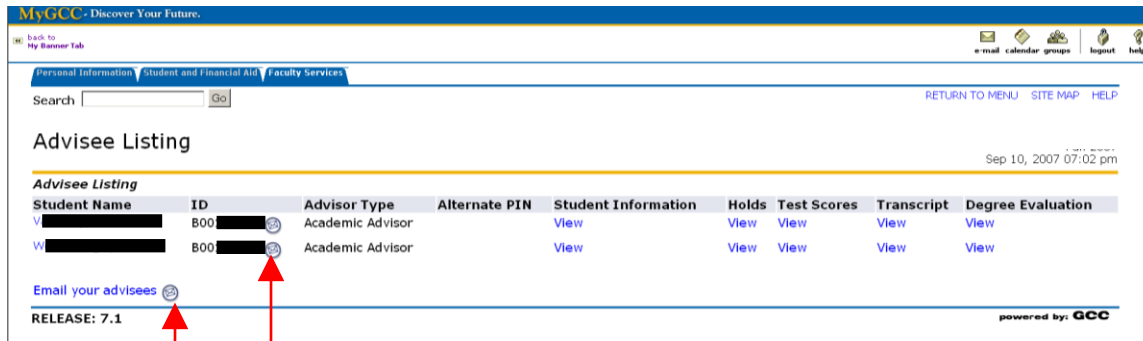
Select your term and click the **Submit** button.

This screenshot shows the Advisee Listing form in the MyGCC portal. The form has a blue header with the MyGCC logo and the tagline "Discover Your Future." Below the header, there is a navigation bar with tabs: Personal Information, Student and Financial Aid, and Faculty Services. The Student and Financial Aid tab is highlighted. Below the navigation bar, there is a search bar with a "Go" button. The main content area is titled "Select Term" and contains a dropdown menu labeled "Select a Term:" with "Fall 2007" selected. Below the dropdown menu, there is a "Submit" button, which is circled in red. At the bottom of the form, there is a "RELEASE: 6.1" label.

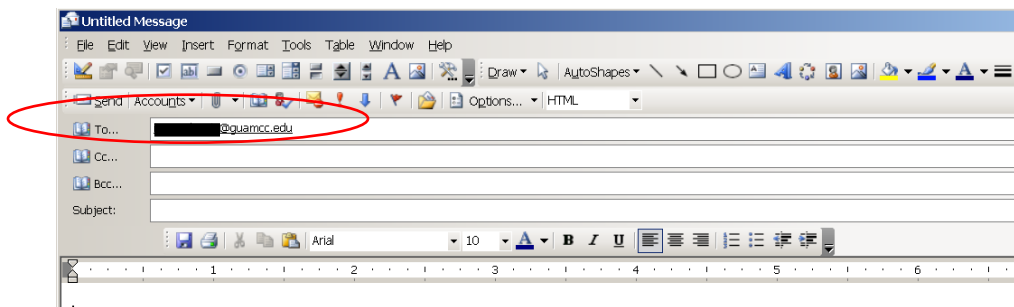
How to Access Advisee List and Advisee Information via MyGCC.

By clicking on any of the hyperlinks (or blue text) you will be linked to your advisees information.

Note: The email icons will allow you to email an individual advisee or all your advisees.



When clicking on a student's email icon you will automatically open your email application (setup 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.

