



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

Dr. R. Scott Ralls, President

***Online Services  
Resource Guide  
for  
Advisors and Counselors***

*~A Best Practices Guide for the North Carolina Community College Advisors and Counselors to assist students with academic advising, personal counseling, and career development services ~*

June 2011

**Creating Success**  
NC Community Colleges  
Hope • Opportunity • Jobs

*Printing provided by VLC Quality & Assessment Center*



## Table of Contents

Introduction .....	4
Tips for Improving Effective Online Services for Academic Advising, Personal Counseling, and Career Development.....	5
Best Practices for Effective Online Services.....	6
Online Academic Advising.....	6
Online Advising via E-Mail.....	6
Online Advising via Live Chat .....	9
Helpful Hints for Online Advising.....	10
Ethical Use of Technology in Counseling .....	11
Establishing the Online Counseling Relationship.....	14
The Appropriateness of Online Counseling .....	14
Counseling Plans .....	15
Continuing Coverage.....	15
Boundaries of Competence .....	16
Minor or Incompetent Students .....	16
Legal Considerations .....	16
WebAdvisor.....	17
Keys to an Effective WebAdvisor Implementation .....	18
Online Orientation .....	19
Tips for an Online Orientation Program .....	19
Online Career Development .....	20
Useful Questions to Ask In Designing Online Academic Advising, Personal Counseling and Career Development.....	25
Tips for Online Etiquette.....	27
Telephone Etiquette .....	28
Email Etiquette.....	32
Chat room Etiquette .....	34
Online Resource Links .....	35
Academic Advising .....	35
Career Development.....	35

Counseling Services.....	37
Disability Services.....	38
Financial Aid/ Scholarships Services .....	40
North Carolina Community Colleges Resources .....	41
Other Links/ Miscellaneous .....	42
Online Services Resource Guide Committee .....	42

## Introduction

---

The goal of this Online Services Resource Guide is to assist North Carolina Community Colleges to develop, provide, and enhance online counseling and advising services. With the proliferation of new technology and services available through online environments, it is imperative that North Carolina Community Colleges provide effective online services to all students who prefer to conduct business in an online environment.

Recent trends, including the widespread availability of online technology and rising transportation costs, have greatly affected the number of students wishing to take advantage of online counseling and advising services.

This revised version of the original North Carolina Community College System Virtual Counseling Resource Guide provides:

- General tips for developing and improving effective online counseling and advising services
- Best practices for effective online academic advising, personal counseling, and career services
- Helpful hints regarding e-mail and chat room etiquette
- Online resources for developing and improving online services

This guide is intended to be a useful tool in developing and enhancing online services for all North Carolina Community Colleges. The information included in this guide has been gleaned from institutions of higher learning in North Carolina and across the United States.

## Tips for Improving Effective Online Services for Academic Advising, Personal Counseling, and Career Development

---

1. Feature online advising and counseling services prominently.
2. Be consistent in design. Keep in mind that too many graphics slow the loading of a web page; the site needs to be easy to access for all students ... simple, but informative.
3. Ensure that communications are clear and detailed so that unintended messages are not sent (e.g., Meta linguistic cues such as vocal tone, facial expressions, and body language are absent in e-mail communications; hence, messages are vulnerable to misinterpretation. Humor, especially sarcasm, can be misinterpreted).
4. Response to online requests for services is best given within 24-48 hours.
5. Create links to and from other relevant pages throughout the web site of your institution; create links to external sites as well.
6. Make contact information available listing advisors and counselors available, including their phone numbers, e-mail addresses, and physical location on campus.
7. Ensure that web pages are accessible to users with disabilities.
8. Maintain an awareness of security issues. Confidential issues are only shared over the Internet if the server is secure; otherwise, only general information can be requested and provided. Only encrypted e-mails are safe; when in doubt about the encryption of e-mail it is best to ensure information provided is general (e.g., neither request nor provide social security numbers or other confidential information).

It is important on advising and counseling web pages where information is exchanged to inform students whether the server is secure. Campus webmasters can provide

information about security and encryption; they can often help in making web pages/emails secure and encrypted, if they are not already.

## **Best Practices for Effective Online Services**

---

Although face-to-face interaction may never be eliminated, there are many counseling services that can be effectively provided over the internet-with or without the use of a secure server. Consider the following best practices for providing Academic Advising and Counseling services effectively online:

### **Online Academic Advising**

Online advising is generally conducted via e-mail and live chat sessions. Chat sessions can occur via chat rooms or through instant messaging.

### **Online Advising via E-Mail**

1. **Be familiar with and always observe FERPA law.** Most email conversations are not secure. Never ask a student for their social security number, or give out any personal student data or information including grades, course schedules, financial aid information, student telephone numbers, addresses, or any other confidential information.
2. **Clearly define what online advising entails.** State what can or cannot be accomplished through online advising so the student will have realistic expectations of the service.
3. **Develop a web page where all online advising questions will originate.** This web page should be prominently displayed and easy for a student to find, preferably on the main page of your college website or some other highly visible student-centered page.

By developing the web page, you can frame the parameters of discussion, ask for information you deem important or necessary to assist the student, and control the length of questions the student can ask by limiting the number of characters allowed in the dialogue box.

4. **Give an estimated response time and respond within that time frame.** Let students know when responses will be given; during regular business hours, after hours, during weekends, and holidays. If you are not able to answer the student inquiry in the proscribed time limit, let the student know you are working on their question or request and give them an estimated time frame to expect an answer.
5. **Provide a good set of frequently asked questions (FAQ's), and encourage students to visit your FAQ's page first.** Many student queries are answered by referring students to your FAQ page; this will save you lots of time and enable you to spend extra time on more challenging or in-depth student inquiries. It is critical to update your FAQ knowledge base to provide students with the most up-to-date information available.
6. **Treat the student as if they were in front of you.** Students utilizing online advising should expect the same level of service and professionalism that they would receive from face-to-face advising. Try to begin all responses with a greeting and the students name (Hi Daniel/Hello Charletta), just as you would in a face-to-face meeting.
7. **Ask for information to identify the student.** This information may vary, as you may have prospective, former, and current students asking for information. You should always ask for the students first and last name, email address, and at least one other identifier (birth date, middle name, address, etc.). This will help you to identify the student in your student information system and to ensure you are searching the correct record.
8. **Ask for critical information, when assisting students in course or career planning.** What program are they in, do they plan to transfer to a senior institution (if so, what

college, what major), are they a current, new, or former student, do they have credits from other colleges, what courses are they currently enrolled in, etc. The more information you can get up-front, the easier it is to respond to the student.

9. **Ask for clarification.** Student inquiries can often be hard to understand or vague. Asking for clarification from a student can save you and the student time and frustration.
10. **Know your college website.** Answers to many questions, requests and inquiries are found on your college website. Provide links to important information including your online application, financial aid office, contact numbers, forms, registration guides, online schedule, calendars, and other information and tools critical to student success. College websites, even the best ones, can be confusing for students to navigate. Give students direct links to the information they need. It is very helpful and allows them to be self-directed.
11. **Develop and update a knowledge base of common questions.** When advising online you will have many frequently asked questions. You will be able to identify common questions over time, and the “canned” or “stock” answers will allow you to respond quickly and easily to general student inquiries.
12. **Be knowledgeable and do not be afraid to ask for assistance.** Develop a network of colleagues to assist you when you cannot answer a question. It is acceptable to give a student the name and contact information of someone better suited to answer their specific question. It is also acceptable to respond to the student that you do not know the answer but will research the question for them and share your findings within a defined period of time.
13. **Leave the door open for continued dialogue, follow-up questions, suggestions, or clarification.** This can be easily accomplished by ending your response to the student

with a statement or question such as: “I hope this helps”, “Please let me know if I can be of further assistance”, or something of the like.

## **Online Advising via Live Chat**

1. **Live chat sessions are best facilitated using a secure server.** Chat rooms do not offer confidentiality, and are best used for distributing general information to an individual or group of students. Never divulge any student information in a chat room. For one-on-one advising, always use a secure connection from your college website. Instant messaging software such as Yahoo! Messenger, AIM and others are not secure methods of chatting.
2. **Usually a secure live chat would require a messenger service housed in a secure site within your college website or on other secure software such as Blackboard or Moodle.** This would also require students to log in using a student identification number and would not be available to prospective students that do not have a school issued student identification number.
3. **If you offer live chat services, clearly post hours that live chat is available.** Set time limits on the length of each one-on-one chat session to ensure everyone gets a turn to speak with an advisor/counselor. If possible, use an online calendar on the chat site so students can make appointments to chat with an advisor on a designated time and date.
4. **Encourage users to be prepared before initiating the chat session.** Students should have questions ready, and any necessary supporting documents or information at hand to avoid delays looking up information, schedules, etc. The advisor also needs to have their information and resources in order to help facilitate the chat. It is helpful to send the student an email reminder of the online appointment to ensure they are aware of their appointment and are prepared.

5. **If your live chat services are available only on a first come, first served basis, display a counter or other tool so the student can see where they are in line to chat with an advisor.** Posting a time limit is recommended. For example, if time limit is 5 minutes per one-on-one chat session, then the student can determine the maximum amount of time they will have to wait to speak to an advisor based on their position in the queue. (If you are number 5 in line, and there is a 5 minute time limit, your maximum wait would be 25 minutes).
  
6. **Provide the student with follow-up options, if student issues or concerns are not resolved in the allotted time.** This could include contact numbers to other advisors, email addresses for online email advising, or options for meeting an advisor in person. You can also ask the student for their phone number or email address and contact them when your live chat session coverage has ended.

## **Helpful Hints for Online Advising**

1. Always treat the student as if they were in your office.
2. Never ask for a social security number online.
3. Always start the conversation or exchange with “hi” or “hello”, and use the student’s name.
4. Always observe FERPA law when dealing with student information.
5. Never use all capital letters in an email or chat.
6. Always be mindful of what you type, what you consider a joke or whimsical comment can easily be misconstrued since the person receiving the message can’t hear your tone or see your facial expression.
7. Always leave the door open for follow-up questions or clarification of remarks.
8. Always be aware if your mode of communication is secure or not. If your communication medium is not secure, be sure the student is aware of this also.
9. Always respond to students within advertised time limits.
10. Never leave a question unanswered, if you do not know the answer, find someone who can answer the question, or refer them to another contact.

11. Offer staff training on how to use technology used to deliver online services.

## **Ethical Use of Technology in Counseling**

The revised ACA Code of Ethics (the entire ethics code as well as previous "Ethics Update" columns are available on the American Counseling Association website at [www.counseling.org/ethics](http://www.counseling.org/ethics)).

### **Section A.12. Technology Applications**

**A.12.a. Benefits & Limitations:** Counselors inform clients of the benefits and limitations of using information technology applications in the counseling process. Such technologies include but are not limited to computer hardware and software, telephones, the World Wide Web, the Internet, online assessment instruments and other communication devices.

**A.12.b. Technology-Assisted Services:** When providing technology-assisted distance counseling services, counselors determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.

**A.12.c. Laws & Statutes:** Technology-assisted counseling, whether conducted by telephone, Internet, e-mail or other application, often results in the crossing of jurisdictional lines. So laws which apply in Texas may not apply in New York. It is incumbent upon a counselor to know and be in compliance with all laws in both their state or jurisdiction and the state or jurisdiction of the client.

For example: The states of Washington and Colorado have idiosyncratic disclosure laws that counselors need to know about when they provide technology-assisted counseling to any resident of those two states. The counselor should be aware that most legal authorities believe that counseling takes place where the client is.

So if you accept a client from outside your own state, it would be wise to check with the licensing board in that state for the rules and regulations with which you must comply and to determine if you must be licensed in the state in which the client resides. A complete list of

counselor licensing board websites is currently available on the ACA website at [www.counseling.org/Counselors/LicensureAndCert.aspx](http://www.counseling.org/Counselors/LicensureAndCert.aspx).

**A.12.d. Technology & Informed Consent:** As part of the process of establishing informed consent, counselors need to do a good job of clearly defining for clients the pros and cons and the limitations and successes of the use of technology. Also, counselors often fail to realize that when they provide services utilizing technology that they are not just talking about potential clientele from across the hall or across the city, but across the nation and across the world. It is easy to neglect language differences, cultural differences and time zone differences.

**A.12.e. Access:** This focuses on accessibility issues. Oftentimes when counselors have thoughts about accessibility, the focus is on the important need for lower income families to have access to computers and other technology. But is another critical arena that needs to be considered here, such as the need for clients with a disability to utilize our technology-related services. For example, individuals who have a visual disability may not be able to distinguish colors on a screen or even see the screen at all.

The issue of technology accessibility for those with a disability does include compliance with the Americans with Disabilities Act.

ADA requires that counselors provide reasonable accommodations so that a client with a disability can see the computer screen, use the keyboard, utilize dropdown and other types of menus, and, in general, be able to access any of our services. The federal government's website for complete information on ADA requirements is [www.ada.gov](http://www.ada.gov).

**A.12.f. Sites on the World Wide Web:** has many important ethical imperatives, including the need to verify the identity of a client. For the purposes of confidentiality, it is important to know that the person you are communicating with at any given time is the same person with whom you obtained informed consent and with whom you established a

counseling relationship. In other words, you need to know that the individual at the other end of the counseling session is your actual client and not a parent, partner, friend or hacker.

A second reason for establishing client identity right from the start revolves around the issues of suicide and homicide. What if a client gives you an alias and then at some point tells you that they are going to kill themselves or someone else? If all you have is an alias and false contact information, the ambulance, police or other responsible party cannot respond to protect a life.

A final reason for establishing client identity is that minors may seek counseling without their parents' knowledge and therefore may pose as adults. It may be both an ethical and legal violation to provide services to a minor without parental permission, and the responsibility lies with the counselor to ensure that the client is old enough to give informed consent.

To verify the identity of clients when you cannot see them, the counselor and client can create and exchange a confidential password at the beginning of a session. One can also set up a webcam with the client. The technology section in the ethics code talks about the need to use encrypted websites and e-mail communications whenever possible. You don't want to break confidentiality by having a hacker break into the counseling session and communications with clients. Encryption is not as difficult as it sounds and is cost-effective.

There is an excellent article titled "How Encryption Works" at [www.howstuffworks.com/encryption.htm](http://www.howstuffworks.com/encryption.htm).

Another new technology-related ethical imperative is that counselors must now strive to provide website translation capabilities for clients who have a different primary language. Counselors can check out.

The purpose of the new technology statements in the revised Code of Ethics was to inform, not to overwhelm. **Section A.12. Technology Applications** is meant to be educational, visionary

and inspirational. It therefore outlines areas that professional counselors need to learn about if they choose to utilize technology in their direct services.

There are many resources available to help educate counselors about incorporating technology into their practice. The newly revised ACA Ethical Standards Casebook by Barbara Herlihy and Gerald Corey (available at <http://www.counseling.org/publications> or 800.347.6647 ext. 222) gives helpful examples covering each of the points in Standard A.12. NBCC (National Board for Certified Counselors) provides a training program that leads to the credential of distance credentialed counselor ([www.cce-global.org/credentials-offered/dccmain](http://www.cce-global.org/credentials-offered/dccmain)). Employee assistance programs are fast becoming experts in Internet counseling and can be excellent resources.

ACA has a number of resources available in addition to the ACA Ethical Standards Casebook. The second edition of Cybercounseling & Cyberlearning: Strategies & Resources (available at <http://www.counseling.org/publications> or 800.347.6647 ext. 222) and the online continuing education course "Cybercounseling: Going the Distance for Your Clients" (from <http://www.counseling.org/publications>, click on "Resources" and then "Professional Development" for a list of courses) are both excellent guides for online counseling and distance learning. Another excellent resource available is Larry Freeman, the ACA manager for Ethics and Professional Standards. Mr. Freeman will provide personal attention to your specific needs and email questions at [lfreeman@counseling.org](mailto:lfreeman@counseling.org) or call 800.347.6647 ext. 314.

## **Establishing the Online Counseling Relationship**

### **The Appropriateness of Online Counseling**

Professional counselors develop an appropriate in-take procedure for potential students to determine whether online counseling is appropriate for the needs of the student. Professional counselors warn potential students that online counseling services may not be appropriate in certain situations and, to the extent possible, inform the student of specific limitations,

potential risks, and/or potential benefits relevant to the student’s anticipated use of online counseling services.

Professional counselors ensure that students are intellectually, emotionally, and physically capable of using the online counseling services, and of understanding the potential risks and/or limitations of such services.

## **Counseling Plans**

Professional counselors develop individual online counseling plans that are consistent with both the student’s individual circumstances and the limitations of online counseling. Professional counselors shall specifically take into account the limitations, if any, on the use of any or all of the following in online counseling: initial student appraisal, diagnosis, and assessment methods employed by the professional counselor.

Professional counselors who determine that online counseling is inappropriate for the student should avoid entering into or immediately terminate the online counseling relationship and encourage the student to continue the counseling relationship through an appropriate alternative method of counseling.

## **Continuing Coverage**

Professional counselors provide students with a schedule of times during which the online counseling services will be available, including reasonable anticipated response times, and provide students with an alternate means of contacting the professional counselor at other times, including in the event of emergencies.

Professional counselors obtain from, and provide students with, alternative means of communication, such as telephone numbers or pager numbers for back-up purposes in the event the online counseling service is unavailable for any reason. Professional counselors provide students with the name of at least one other professional counselor who will be able to respond to the student in the event they are unable to do so for any extended period of time.

## **Boundaries of Competence**

Professional counselors provide online counseling services only in practice areas within their expertise and do not provide online counseling services to students located in states in which professional counselors are not licensed.

## **Minor or Incompetent Students**

Professional counselors must verify that students are above the age of minority, are competent to enter into the counseling relationship with a professional counselor, and are able to give informed consent. In the event students are minor children, incompetent, or incapable of giving informed consent, professional counselors must obtain the written consent of the legal guardian or other authorized legal representative of the student prior to commencing online counseling services to the student.

## **Legal Considerations**

Professional counselors confirm that their liability insurance provides coverage for online counseling services, and that the provision of such services is not prohibited by or otherwise violates any applicable (i) state or local statutes, rules, regulations, or ordinances; (ii) codes of professional membership organizations and certifying boards; and/or (iii) codes of state licensing boards.

Professional counselors seek appropriate legal and technical assistance in the development and implementation of their online counseling services.

## WebAdvisor

WebAdvisor is a comprehensive web-based tool that allows students access to many services without having to come to campus. Web registration through WebAdvisor gives you many features that will allow students to do the following:

- Register for classes online (curriculum and continuing education) anytime, anyplace
- Search for classes by time, location, day, and instructor
- View their account summary and detail, including program of study and advisor
- E-mail their advisor
- Review course descriptions
- Check course availability in real-time
- Check grades and grade point average
- Request a change of address or phone number
- Check financial aid status
- Perform a degree audit
- View transcripts
- Waitlist full courses
- Pay online

WebAdvisor also offers many features that will benefit your College staff during registration including:

- Pre-requisite checker
- Waitlisting of full courses
- Student e-mails acknowledging account activity and important dates
- Online registration anywhere, anytime

Additionally, WebAdvisor offers College employees access to data including:

- Online access to pay advices
- Position summaries
- Leave balances

WebAdvisor can be tailored to meet your College's needs. Colleges have the ability to choose which modules found in WebAdvisor to implement. Other modules available through WebAdvisor include, but are not limited to, Purchasing, an Advising module, and other applications.

WebAdvisor implementation can save your college time and money in the following ways:

- Less staff time spent on registration (students register themselves online)
- Postage and printing (grades available online rather than mailed to students each semester)
- Faculty checking for pre-requisites (done automatically with pre-requisite checker)
- Less repeat visits by students seeking to change their schedules (done online, allowing staff to focus on new and returning student issues)
- Financial aid administration (students can check aid status and required materials online to be eligible to receive their financial aid in a timely manner)
- Less paperwork and staff time for Registrar's Office (online address and phone # change requests)

## **Keys to an Effective WebAdvisor Implementation**

- Provide sufficient faculty and staff training
- Take into account any necessary IT support
- Make available user guides and online demonstrations for students
- Outline and establish a clear vision of what WebAdvisor modules would benefit your college
- Consider thoughtful planning of implementation of pre-requisite checker (build in systems or procedures that will be assigned proper credit) to ensure students are not blocked from registering for courses they are qualified to take
- Allow for thoughtful planning of implementation of waitlisting (how to use waitlisting data to tailor course offerings based on student demand) and which mechanism to use to get students from waitlist to registered when space becomes available

Below are examples of helpful user guides and online demonstrations to assist students in using WebAdvisor effectively:

Wake Technical Community College: <https://secure.waketech.edu/studentportal/wainfo.php>

Western Piedmont Community College: <http://pioneerpass.wpcc.edu/WAtraining.pdf>

Stanley Community College: <https://webadvisor.stanly.edu/WebAdvisorHelp.htm>

## Online Orientation

A good quality orientation program provides a solid foundation for students entering college. In order for all students to enjoy the benefits of an orientation program, it is critical to provide the program in as many formats as possible.

Many community college students rarely if ever are physically on-campus, thus a traditional orientation would not meet their need for critical college information. Trends show that online programs continue to grow and flourish, and working students find serious constraints on their time. A good quality online orientation can provide the flexibility these students require to obtain the benefit of information presented at a traditional, in-person orientation.

### **Tips for an Online Orientation Program**

- As closely as possible, the content of an online orientation should match an in-person orientation
- Online orientation should be easy to locate on your college website
- Use video or other interactive media when possible
- Provide alternative forms of orientation information that is compliant with ADA (Americans with Disability Act) regulations
- Provide resources for students that may want additional information about topics covered in the orientation
- Give students the opportunity to provide feedback to improve online orientation

- Offer an assessment at the end of the orientation to determine if desired learning outcomes were met

Below are some examples of good online orientation programs currently in place:

Central Piedmont Community College: <http://www.cpcc.edu/ican/resources-1/orientation>

Craven Community College: <http://www.cravencc.edu/firstyearexperience/orientation-videos.cfm>

## Online Career Development

1. **Qualifications Of Developer Or Provider** Websites and other services designed to assist students with career planning should be developed with content input from Professional Career Counselors (PCC).
2. **Be Consistent in Design Throughout the Site**  
Create guidelines to ensure that all parts of your site have the same look and feel.
3. **Provide Good Frequently Asked Questions And Answers (FAQ's)**  
This page will enable students to get their questions answered in a timely manner, without having to wait extended times for responses. Be sure to keep the FAQ's updated to provide the most accurate information.
4. **Provide Quick Access to Contact a "Real Counselor/Person"**  
Ensure that the students can contact and receive help from someone if they cannot answer all their own questions through the online information and services. Provide contact information, including: phone numbers, fax number, location on campus, email address, and hours of operation.
5. **Provide a Resource Page with Links, Especially To the On-Campus Tech Support**  
Ensure that information on how to get computer access and on-campus technical support is provided and easily accessible to students. External links need to be credible resources and then reviewed and checked for accuracy in order to meet the needs of the students.
6. **Ensure Website Is ADA (Americans with Disabilities Act) Compliant**

In keeping with the ADA guidelines, there are some principles that can be implemented to make websites more accessible. Most accessibility principles can be implemented very easily and do not affect the overall "look and feel" of your web site. This is not a comprehensive guide to all accessibility issues, but by addressing these basic principles, you will ensure greater accessibility of your web content to everyone.

- a. Every non-text element needs a text alternative that describes its content and function.
- b. Write clearly, use clear fonts, and use headings and lists appropriately.
- c. Organize forms logically and every form element needs a label.
- d. Every link should make sense if the link text is read by itself. Certain phrases like "click here" and "more", must be avoided.

For more information on tools and technology, please visit: <http://ncdae.org>

#### **7. Appropriateness Of Student For Receipt Of Services Via The Internet**

The PCC has an ethical and professional responsibility to assure that the student who is requesting service can profit from it in this mode. Appropriate screening includes the following:

- a. A clear statement by the student of their career planning or career counseling needs.
- b. An analysis by the counselor of whether meeting those needs via Internet exchange is appropriate and whether this particular student can benefit from counseling services provided in this mode.

A judgment about the latter should be made by means of a telephone or videophone teleconference designed to specify the student's expectations, how the student has sought to meet these through other modes, and whether or not the student appears to be able to process information through an Internet medium.

## **8. Appropriate Support To The Student**

The PCC who is providing services to a student via the Internet has ethical responsibility for the following:

- a. Periodic monitoring of the student's progress via telephone or videophone teleconference.
  
- b. Recommend a referral to provide face-to-face services in the case that the counselor determines that little or no progress is being made toward the student's goals.

## **9. Clarity Of Contract With The Student**

The PCC should define several items in writing to the student in a document and make it available from the Internet so that the student can download it or provide a faxed copy to the student. This document should include at least the following items:

- a. The counselor's credentials and contact information.
  
- b. The agreed-upon goals of the career counseling or career planning Internet interchange.
  
- c. A statement about the degree of security of the Internet and confidentiality of data transmitted on the Internet and any special conditions related to the student's personal information (such as potential transmission of student records to a supervisor for quality-control purposes, or the collection of data for research purposes).
  
- d. A statement of the nature of student information electronically stored by the counselor, including the length of time that data will be maintained before being destroyed.
  
- e. A statement about the need for privacy when the student is communicating with the

counselor (e.g., that student communication with the counselor is not limited by having others observe or hear interactions between the counselor and student).

#### **10. Use Of Assessment**

If the career planning or career counseling service is to include online inventories or tests and their interpretation, the following conditions should apply:

a. The assessments must have been tested in computer delivery mode to assure that their psychometric properties are the same in this mode of delivery as in print form; or the student must be informed that they have not yet been tested in this same mode of delivery.

b. The counselor must abide by the same ethical guidelines as if he or she were administering and interpreting these same inventories or tests in face-to-face mode and/or in print form.

c. Make every effort to protect the confidentiality of the user's results.

d. If there is any evidence that the student does not understand the results, as evidenced by email or telephone interchanges, the counselor must refer the student to a qualified career counselor in his or her geographic area.

#### **11. Professional And Ethical Guidelines Related To The Use Of The Internet For Job Posting And Searching**

a. The posting must represent a valid job opening for which those searching on the Internet have an opportunity to apply.

b. Jobs that are filled must be removed from the Internet database within 48 hours from the time that the announced position is filled.

c. Names, addresses, résumés, and other confidential information collected about individuals should not be used for any purposes other than provision of further information about job openings.

## 12. Unacceptable Counselor Behaviors on the Internet

- a. Use of a false email identity when interacting with students and/or other professionals is unacceptable. When acting in a professional capacity on the Internet, a counselor has a duty to identify him/herself honestly.
- b. Never accept a student who will not identify him/herself and unwilling to arrange for phone conversation or online interchange.
- c. "Sharking," or monitoring, chat rooms and bulletin board services, offering career planning and related services when no request has been made for services is unacceptable. This includes sending out mass unsolicited emails. Counselors may advertise their services but must do so observing proper "netiquette" and standards of professional conduct.

*Adapted from NCDAGuidelines for the Use of the Internet for Provision of Career Information and Planning Services.* <http://www.ncda.org/>

### **Examples of colleges offering online career services:**

Rutgers, New Brunswick, NJ <http://careers1.rutgers.edu/distanceservices/>

California State University Long Beach  
[http://www.careers.csulb.edu/majors and careers/career counseling.htm#Guidance](http://www.careers.csulb.edu/majors_and_careers/career_counseling.htm#Guidance)

Lorain County Community College  
<http://www.lorainccc.edu/Employment+and+Career+Services/Career+Decision+Services.htm>

Union Institute and University <http://www.myunion.edu/academics/career-counseling.html>

University of Richmond School of Continuing Studies -  
<http://scs.richmond.edu/degrees/resources/current/career.html>

Joliet Junior College - <http://www.jjc.edu/services-for-students/support-programs-services/career-services/Pages/default.aspx>

Old Dominion University - <http://www.odu.edu/ao/cmc/about/cybercenter.shtml>

## Useful Questions to Ask In Designing Online Academic Advising, Personal Counseling and Career Development

---

1. What are the pros and cons of online advising/counseling from the perspective of established counseling theory and practice?
2. What matriculation services do you have online? (e.g. Application/Registration/Assessment/Orientation/Advising)
3. Describe some of the ways your advisors/counselors are currently using electronic technology with students.
4. How do you ensure document integrity and student confidentiality? Have your counselors expressed concerns about confidentiality when using email to communicate with students? If so what are the concerns? What issues or topics are you sharing that are confidential? What steps do you take to resolve these issues?
6. Have you found that online students have different kinds of needs than on campus students?
7. What are appropriate and effective protocol/processes/guidelines when using technology in counseling or advising?
8. What obstacles/resistance/limitations in the use of technology in advising/counseling does your department encounter?
9. If counselors/advisors are concerned about technology replacing face-to-face contact with students, what is the reason? (i.e. differentiated access, no home computer)
10. Where do you see your department going and what recommendations would you make for future use of technology in advising/counseling?

11. How do you provide counselors/advisors training in technology on your campus?
12. Are advisors/counselors involved in the decision making process in choosing advising technology?
13. How effective is the technology in relation to student success? Has any research been compiled on your campus?
14. If your school offers online instruction, is there a student service component? Explain.
15. What is the role of the paraprofessional in online student support services?
16. What applications of technology are currently available on your campus?
17. How do different software programs interface with the Web on your campus; for example, is BlackBoard software compatible with AOL?
18. What does your counseling department have in terms of technology? Below you will find some computer related issues that need to be considered:
  - a. Computers
    - Does each counselor have a computer?
    - How old is the computer?
    - How fast is the processor?
  - b. Network Hardware
    - Can the hardware support the type of technology being used?
  - c. Program software
    - What type of program software will need to be used/installed?
  - d. Infrastructure
    - What type of network infrastructure will be needed for the operation of the services provided in terms of equipment and connections. For example, wiring type, fiber optics, T-1, modem, etc.

19. How many students are taking online classes only?

20. How many students are taking a combination of online and on-campus courses?

*Andrea L. Irby developed these questions. She is the Director of Advising Central at NC State University [alirby@qw.fis.ncsu.edu](mailto:alirby@qw.fis.ncsu.edu)*

## Tips for Online Etiquette

---

1. **Remember the human:** In cyberspace, always remember the human. Sometimes it is easy to forget the person that you are communicating with does have feelings.
2. **Adhere to the same standards of behavior online that you follow in real life:** The Golden Rule of netiquette similar to the one taught by your parents is simple: Do unto others as you would have them do unto you. Imagine how you would feel if you were in the other person's place. Stand up for yourself, but remember not to hurt other people's feelings.
3. **Know where you are in cyberspace:** Always know where you are in cyberspace. What is perfectly acceptable in one area may be dreadfully wrong in another. Netiquette is different in different places. If you enter a domain of cyberspace that is new to you, look around.
4. **Respect other people's time and bandwidth:** Remember, you are not the center of cyberspace. Do not expect instant responses to all of your questions and do not assume that all readers will agree with or care about your passionate arguments.
5. **Make yourself look good online:** Remember to take advantage of your anonymity. Others will judge you by the quality of your writing. Pay attention to the content of your writing.

6. **Share expert knowledge:** Sharing your knowledge can be fun. This has been a long time net tradition and sharing makes the world a better place.
7. **Be respectful: Help keep flame wars under control and do not post flame-bait.** Be pleasant and polite and remember not to use offensive language or be confrontational.
8. **Respect other people's privacy:** Do not read other people's email. Not respecting others' privacy could possibly cost you your job.
9. **Don't abuse your power:** Knowing more than others, or having more power than they do, does not give you the right to take advantage of them. For example, system administrators should never read private email.
10. **Be forgiving of other people's mistakes:** When someone makes a mistake, whether it's a spelling error or a flame, be kind and forgiving.

<http://troy.troy.edu/etiquette/netiquette.html>

## Telephone Etiquette

Speak clearly and distinctly in a pleasant tone of voice; be alert, natural, and tactful. Always keep your cool, even under pressure.

Before picking up the receiver, discontinue any other conversation or activity such as eating, chewing gum, typing, etc that can be heard by the calling party.

Remember that you may be the first and only contact a person may have with your department, and that first impression will stay with the caller long after the call is completed.

Whether answering the phone or making phone calls, using the proper etiquette is a must in order to maintain a certain level of professionalism. Proper etiquette leaves callers with a

favorable impression of you, your department, and college in general. You will also find that others treat you with more respect and are willing to go out of their way to assist you if you use the proper etiquette.

**Identify Yourself:** Say “(Your Department Name) this is (your name). How may I help you?”

**Placing Individuals on Hold:** Ask rather than just place someone on hold, do not say “Hang on” or “Hold on” instead say

- “May I place you on hold?”
- After placing someone on hold and returning to the line say, “Thanks for waiting” rather than “I’m back”
- Every 20 seconds give the user the option to continue waiting.
- Use hold button when leaving the line so that the caller does not accidentally hear conversations being held nearby.

### ***Transferring***

Always perform an **attended transfer** except in the following circumstances:

1. The person receiving the transfer already knows that the transferred call is coming their way.
2. The person on the other line, requests to go straight to the person they are calling voice mail.
3. After performing, an attended transfer and the person you are transferring to does not answer the phone, return to the line and give the caller the option to be transferred to voice mail.
4. When transferring a call, be sure to explain to the caller that you are doing so and where you are transferring them.
5. If the caller has reached the wrong department, be courteous. It is possible that they may have been transferred all over campus with a simple question.

6. If possible, attempt to find out where they should call/to whom they should speak. Be sure to give them the phone number you are transferring them to for reference. They will greatly appreciate it.
7. Do everything practical to ensure that the caller does not have to repeat their story.
8. Keep a list of name and phone numbers of potential offices and personnel you might need.
9. Keep in mind that hostile callers may be best calmed down by referring to a supervisor.
10. Make sure the Supervisor is aware of the problem and emotional state of the caller.

### ***Closing the Call***

Before closing the call, ask the caller, “Have I resolved your problem? Is there any other way I may assist you today?”

<b>Say:</b>	<b>Instead of:</b>
Would you please	You have to
I will	I will try
I apologize	I’m sorry
Your situation	Your problem
I’m required to	I can’t
I don’t have the information but will find out for you	I don’t know
I am	I’m just
I understand	I know

### ***Handling Rude or Impatient Callers***

1. Stay calm. Try to remain diplomatic and polite. Getting angry will only make them angrier.
2. Always show willingness to resolve the problem or conflict.
3. Try to think like the caller. Remember, their problems and concerns are important.
4. Non-supervisory: Offer to have your supervisor talk to the caller or call him/her back if the caller persists.

5. Always strive to be your best!

### ***Proper Greeting***

1. Proper greeting day
2. Company name
3. Your name
4. How may I help you?

Example Greeting: "Good Morning! Academic Advising, this is Tracey. How may I help you?"

### ***Building Rapport with Caller***

1. Take notes regarding calls
2. Write down the caller's name
3. Let them know if you cannot hear them
4. Include their name when talking to them
5. Always repeat the message
6. Wear you smile!

### ***Speaking Clearly***

1. Speak slowly and clearly
2. Enunciate your words and stay away from sounding monotone.
3. Try some tongue twisters to get you moving in the morning.
  - o "Sally sells sea shells by the seashore."
  - o "Rubber baby buggy bumpers."
  - o "Peter Piper picked a pack of pickled peppers."

### ***Effective Listening***

Remember that you are representing your department and etiquette is very important.

Whether you are answering the phone or making phone calls, always use proper etiquette to maintain a certain level of professionalism.

1. Prepare yourself to listen
2. Concentrate on what is being said

3. Visualize the speaker
4. Hold your tongue, don't interrupt
5. Take notes
6. Use summarizing statements
7. Use conversation cues if the caller is getting long winded
8. Listen between the lines
9. Be open minded
10. Practice positive listening habits.

<http://www.kysu.edu/about/divisions/externalrelations/informationtechnology/Telephone+Etiquette.htm>

<http://www.volstate.edu/TutorialModules/CustomerService.php>

## Email Etiquette

1. **Start with a Salutation:** Address the person by name in your email.
2. **Use Meaningful Subject Lines:** This is probably the most important part of an email. What you write here will determine whether the recipient opens your email. This means it is a good idea to take the time to create a subject line that is catchy and concise.
3. **CAPITAL, MY DEAR FELLOW:** IF YOU WRITE IN CAPITALS, IT SEEMS AS IF YOU ARE SHOUTING. It is also annoying to read.
4. **Swift and Prompt:** Be prompt in replying. That is why we have the Internet.
5. **Be Mindful of Attachments:** A couple rules of thumb: be sure and send virus-free files, and make sure your recipient knows and is OK with the size and type of file you are sending before you send it.

6. **Never Send Spam:** The worst online offense in most people's eyes is the dreaded unsolicited commercial email.
7. **Never Pass Around E-Hoaxes:** If you get an e-hoax, check it out first before passing it on.
8. **Don't Use Excessive Signature Files:** It can be real useful to have contact information appended to your email messages in a signature file. It is however unnecessary and bad form to use more than four lines for your signature file. Signature files can get very tedious in situations where they are repeated like newsgroup threads and multiple-reply email discussions. In these cases, it is polite to omit your signature file after the first use.
9. **Know When To Use Carbon Copies:** If you are sending an email to a large group of people, avoid using the "CC" field of your email program. If you use this, everybody who receives the mail will be able to see the email addresses of the people you copied. Email addresses are personal and private. Only the owner of the address should decide who is to have access to their address. Use "BCC" (Blind Carbon Copy) instead, so that each recipient will only be able to see their own email address and not the complete list of recipients.
10. **Be Mindful of the "Reply" and "Reply to all" button:** Make sure you have clicked the right button. Nothing is more frustrating than a group of people getting an email that is directed at a single person. Click "Reply" to respond to one person. Click, "Reply to All" in order to respond to all.
11. **Avoid Abbreviations and Emoticons:** :) (Smiley face) and a "LOL" (laugh out loud) might suit a personal email, but when you get down to business, it is best to stray from abbreviations and emoticons. That means no winks or sad faces and no TTYL (talk to you later).

12. **Get to the point:** Don't write a book! Just as emails are sent quickly, they are skimmed through just as fast. Lead with a polite salutation and then sum up the reason for the email. Include all the pertinent details and contact information.

## Chat room Etiquette

1. **Avoid Using ALL CAPS:** Using ALL CAPS is considered yelling, and you will be quickly scolded. Increasing your font size or typing in bold is also just as bad.
2. **Decide What Tone the Conversation Has Before Posting:** Don't use offensive language or nicknames, unless you're in a chat room that likes that kind of thing. Always avoid making personal attacks and calling names.
3. **Don't "Flood" the Chat room:** Flooding is repeating messages over and over, or filling the screen with gibberish, in order to impede communication in the chat room. This kind of behavior belongs back in grade school, and that's whom you'll be associated with if you like to flood chat rooms.
4. **Don't Flirt with everyone in the Chat room:** This should go without saying, but we've all had to endure far too many annoying chat room come-on's. Save the promiscuity for one-on-one correspondences please.
5. **Be Nice to Newbies:** We were all there once. If someone stumbles into your chat, who is obviously new to this medium, show them some patience and help them get the hang of it.

<http://www.westpagepublishing.com/netiquetteRules.htm>

## Online Resource Links

### Academic Advising

#### **Articulation Agreement between NC Community Colleges and UNC System Universities**

[http://www.northcarolina.edu/content.php/assessment/reports/student\\_info/caa.html](http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.html)

#### **Advising Distance Education Students**

[www.midlandstech.com/edu/sds/sas/hb/index.html](http://www.midlandstech.com/edu/sds/sas/hb/index.html)

#### **College Transfer Program Association**

<http://www.officialctp.net/>

This association is comprised of NC Community College, NCICU and UNC staff, faculty, and administrator membership.

#### **National Academic Advising Association (NACADA)**

<http://www.nacada.ksu.edu>

Promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications

#### **North Carolina Distance Learning Association**

<http://www.usdla-nc.org/>

A non-profit, K-20 organization devoted to collaboration and sharing around topics in distance learning.

### Career Development

#### **America's Career InfoNet**

[www.acinet.org](http://www.acinet.org)

This site contains occupational information that will assist you in your employment search and increase your overall understanding of the job market.

#### **American's Career Resource Network (ACRN)**

[www.acrnetwork.org](http://www.acrnetwork.org)

The ACRN web site serves as an online hub for parents, students, teachers, counselors, administrators and others who want information on how career development encourages and enhances solid academic achievement.

### **Bureau of Apprenticeship & Training (U.S. Dept of Labor)**

[www.doleta.gov](http://www.doleta.gov)

Whether you're an individual interested in apprenticeship training or an employer exploring the advantages and "how to" of apprenticeship, you'll find something useful here.

### **Bureau of Labor Statistics (BLS – Dept of Labor)**

<http://stats.bls.gov>

The BLS site is a primary connection for nationwide labor market information. While much of the data is national in nature, a significant number of data sets are at the state and area level as well.

### **College Foundation of North Carolina (CFNC)**

<https://www.cfnc.org/index.jsp>CFNC provides a complete and comprehensive source of information – and real solutions – for students and their families to plan, apply, and pay for college.

### **National Career Development Association (NCDA)**

[www.ncda.org](http://www.ncda.org)

Inspires and empowers the achievement of career and life goals by providing professional development, resources, standards, scientific research, and advocacy. NCDA is a founding division of the American Counseling Association (ACA).

### **North Carolina Career Development Association (NCCDA)**

<http://www.nccounseling.org/NCCDA>

NCCDA is comprised of professionals engaged in the field of career counseling and development.

### **NC Employment Security Commission (NCESC)**

[www.ncesc.com](http://www.ncesc.com)

ESC provides extensive information about business services, individual services, and the labor market and includes NC Job Bank, which lists current employment opportunities across the state.

### **National Centers for Career & Technical Education (NCCTE)**

[www.nccte.org](http://www.nccte.org)

NCCTE provides research-based information to significantly affect the quality of knowledge and dissemination, professional development, and technical assistance to improve career and technical education (CTE) in the United States.

### **North Carolina Career Resource Network**

<http://www.soicc.state.nc.us/soicc>

Renewing SOICC's 30-year commitment to transforming career resources and services for North Carolina's active and emerging workforce, the North Carolina Career Resource Network (CRN) is moving forward.

**NC Health Careers**

[www.nchealthcareers.com](http://www.nchealthcareers.com)

Occupational and educational information on health careers provided by the NC Area Health Education Centers Program

**NC JobLink Career Center**

<http://www.nccommerce.com/en/WorkforceServices/FindInformationForIndividuals/JobLinkCareerCenters/>

JobLink Career Centers, user-friendly facilities provides job seekers, training seekers, and employers access to a variety of employment and training services, all under one roof, bringing together “partners” from a variety of state government agencies. This site also provides links to and information about local JobLink centers and their programs and services.

**O\*NET Online**

<http://online.onetcenter.org>

O\*NET is designed to aid counselors and other intermediaries in One-Stop Career Centers, employment service offices, the National Skill Standards Board, and the nation’s workers and employer.

## Counseling Services

**American College Counseling Association (ACCA)**

[www.collegecounseling.org](http://www.collegecounseling.org)

ACCA is made up of diverse mental health professionals from the fields of counseling, psychology, and social work. Our common theme is working within higher education settings.

**American Counseling Association (ACA)**

<http://www.counseling.org/>

ACA is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession.

**Association for Multicultural Counseling & Development (AMCD)**

[www.nccounseling.org](http://www.nccounseling.org)

AMCD seeks to develop programs specifically to improve ethnic and racial empathy and understanding

**Gay, Lesbian and Straight Education Network (GLSEN)**

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

GLSEN the is the leading national education organization focused on ensuring safe schools for all students.

**Gay and Lesbian Activist Alliance (GLAA)**

<http://www.glaa.org>

The nation's oldest continuously active, gay and lesbian civil rights organization.

**Higher Ed Center.org**

[www.edc.org/hec/](http://www.edc.org/hec/)

Helpful site used for the development, implementation, and evaluation of school programs/policies in reducing student problems related to alcohol, drug use, and violence.

**Mental Health Communities**

<http://healthyplace.com>

The largest consumer mental health site, that provides comprehensive information on psychological disorders and psychiatric medications from both a consumer and expert point of view.

**Mental Health InfoSource**

[www.cmellc.com](http://www.cmellc.com)

A resource for mental health education and collaboration.

**North Carolina Counseling Association (NCCA)**

<http://www.nccounseling.org/>

NCCA represents diverse interests of its membership through an Executive Council, geographically located members, specialty organizations, and committees.

**Stop It Now!**

[www.stopitnow.com](http://www.stopitnow.com)

Online resource and information guide to help prevent the sexual abuse of children.

**Disability Services**

**Americans with Disabilities Act (ADA)**

<http://www.usdoj.gov/crt/ada/>

**AD/HD**

[www.additudemag.com/additude.asp](http://www.additudemag.com/additude.asp)

Online magazine for parents and children with ADD

**Association on Higher Education and Disability (A.H.E.A.D.)**

[www.ahead.org](http://www.ahead.org)

Site provides information regarding education, disability, and access.

**DBTAC: Southeast ADA Center**

Regional resource for the Americans with Disabilities Act

<http://www.sedbtac.org/>

**Department of Education (National)**

[www.ed.gov](http://www.ed.gov)

Links to reports on all aspects of the organization's work, including: student aid, legislation, statistics, school locator, and much more.

**Disability Access, Information, and Support**

<http://www.janejarrow.com>

Provides disability access information and support.

**DO-IT**

<http://www.washington.edu/doi/>

Disabilities, Opportunities, Internetworking, and Technology

**HEATH Resource Center**

<http://www.heath.gwu.edu/>

Education links for students with disabilities.

**Learning Disabled**

[www.ldonline.org/](http://www.ldonline.org/)

Information site for parents and teachers on LD services.

**Learning & Study Strategies**

[www.muskingum.edu/~cal/database/](http://www.muskingum.edu/~cal/database/)

Web site provides learning and study strategies for students.

**Learning Style Link**

[www.metamath.com/multiple/multiple\\_choice\\_questions.html](http://www.metamath.com/multiple/multiple_choice_questions.html)

A questionnaire to aid students to identify their learning style and provides strategies.

**NC-AHEAD**

<http://www.ahead.org/affiliates/north-carolina>

A professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education.

**North Carolina Assistive Technology Program (NCATP)**

<http://www.ncatp.org/>

NCATP is a state and federally funded program that provides assistive technology services statewide to people of all ages and abilities.

**PEPNet**

<http://www.pepnet.org>

This resource provides technical assistance and support to postsecondary institutions serving the deaf and hard of hearing.

**Reasonable Accommodations for People with Psychiatric Disabilities:  
An Online Resource for Employers and Educators**

<http://www.bu.edu/cpr/reasaccom/index.html>

This site provides information for employers and educators about reasonable accommodations for people with psychiatric disabilities.

**Office of Civil Rights**

[www.ed.gov/about/offices/list/ocr/](http://www.ed.gov/about/offices/list/ocr/)

The mission of the Office of Civil Rights (OCR) is to inform students of their and personal and civil rights.

**Online ADA Link**

[http://www.lenoircc.edu/Student\\_Services/dis\\_servindex.htm](http://www.lenoircc.edu/Student_Services/dis_servindex.htm)

Lenoir Community College's (FAQ's) on disability services.

## Financial Aid/ Scholarships Services

**Fastweb: Scholarship and Financial Aid**

<http://www.fastweb.com/>

Search for **scholarships** with our free **scholarship** matching service, get student **financial aid** and find money to pay for college

**Finaciad Aid**

<http://www.finaid.org/>

A resource for student financial aid information, advice and tools.

**United Negro College Fund (UNCF)**

<http://www.uncf.org/>

The nation's largest educational assistance organization and provides scholarships and internships for minority students.

**College Foundation of North Carolina**

<http://www.cfnc.org>

CFNC is a free service of the State of North Carolina that helps students plan, apply, and pay for college.

**College Board**

<http://www.collegeboard.org>

A non-profit membership organization that promotes excellence and equity in education through programs for K–12 and higher education institutions, by providing students a path to college opportunities, including financial support and scholarships.

**The North Carolina Community College System**

[http://www.nccommunitycolleges.edu/Stu\\_Dev\\_Services/financialAid.htm](http://www.nccommunitycolleges.edu/Stu_Dev_Services/financialAid.htm)

Resource links for student financial aid opportunities available from local, state, and federal programs in the NC Community College System.

**Hispanic Scholarship Fund**

[www.hsf.net](http://www.hsf.net)

HSF mission is to strengthen America by advancing the college education of Hispanic Americans.

**Asian/Pacific Islander American Scholarship Fund**

[www.apiasf.org](http://www.apiasf.org)

Vision is to see that all APIAs have access to higher education and resources that cultivate their academic, personal, and professional success regardless of their ethnicity, national origin or financial means.

**American Indian College Fund**

[www.collegefund.org](http://www.collegefund.org)

This fund provides scholarships and other support for the American Indian students.

**North Carolina Community Colleges Resources**

**Local College Locations and Phone Numbers**

[http://www.nccommunitycolleges.edu/colleges\\_map.aspx](http://www.nccommunitycolleges.edu/colleges_map.aspx)

The fifty-eight (58) North Carolina comprehensive community colleges listed in alphabetical order.

**Achieving Community College Excellence in Services to Students (NC-ACCESS)**

<http://www.nc-access.info/>

This initiative will promote quality, student development practices in North Carolina Community Colleges through a collaborative, statewide professional development system committed to sharing best practices, distributing information, and leveraging resources.

**The NC Network for Excellence in Teaching (NC-NET)**

[www.nc-net.info](http://www.nc-net.info)

To promote quality teaching and learning in North Carolina Community Colleges through a collaborative, statewide professional development system committed to sharing best practices, leveraging resources, and avoiding duplication.

**NCCCS Calendar of Events**

<http://www.ncccs.cc.nc.us/calendar/index.aspx>

**North Carolina High School Information**

<http://www.dpi.state.nc.us/>

Public Schools of North Carolina information center, resource site, and web portal.

**NC Community Colleges Virtual Learning Community**

<http://vlc.nccommunitycolleges.edu>

The Virtual Learning Community is a collaborative effort of all of North Carolina’s Community Colleges to increase the quality and availability of online learning and support services.

**NC Learn and Earn**

<http://www.nclearnandearn.gov/>

Qualified students in public high schools can take online college-credit courses in the areas of science, technology, and mathematics at no cost to them or to their families. Students earn both high school and college credit for successfully completed courses.

**Other Links/ Miscellaneous**

**Family Educational Rights & Privacy Act (FERPA)**

[www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

The web site provides information on the law that protects the privacy of student education records.

**Translation**

[www.babelfish.altavista.com](http://www.babelfish.altavista.com)

Free online service that translates text/web pages from one language to another.

**Online Services Resource Guide Committee**

---

<b>Name</b>	<b>Title</b>	<b>College</b>
Daniel Alvarado, Director, Counseling.....		Vance-Granville Community College
Kevin Brown, Dean, Advising and Retention.....		Wake Tech. Community College
Candace Holder, Director, VLC Quality and Assessment Center.....		Surry Community College
Darlene Lang Koonce, Director, Counseling.....		Lenoir Community College
Samantheo Marcellus, Counselor.....		Piedmont Community College
Charletta Sims Evans, Associate Director, Student Leadership & Dev.....		NC Community College System
Thu Washington, Coordinator of Counseling.....		Wake Technical Community College