



Student Advising Policy

Background and Purpose:

Academic advising and student counseling, in its broadest sense, is the continuing conversation between advisor and advisee that centers on academic matters, program performance, career planning, and other related topics. The adviser will also be called upon, from time to time, to refer an advisee to the services available for assistance and integrate various resources to help individuals struggling with health or psychologic issues, need for remedial work or tutoring, financial problems, religious concerns or any other weighty matters that may be affecting their ability to academically succeed. In this ongoing conversation, the advisor serves as a guide and mentor, drawing upon available resources, on or off campus, to fulfill this important responsibility.

The purpose of this policy is to define the academic advising and student counseling process and to ensure there is a formalized system in place to assist students in reaching their academic and professional goals.

Policy Statement:

1. All students who have been accepted into the program will be assigned a faculty mentor who will act as their official student advisor. The Registrar will be notified through Datatel as soon as advising assignments are made.
2. Only Principal Faculty and the Program Director may be assigned as student mentors.
3. Mentors will officially meet with each of their advisees at least once each semester.
 - a. For new students this should occur within the first six weeks of their first semester on campus to begin the process of establishing their

professional relationship.

- b. All students, regardless of where they are in their academic progress, are encouraged to seek other formal meetings with their program mentor whenever any needs or conditions arise that may affect their academic performance.
4. Mentors should initiate contact with their advisees whenever there is a recognized change or potential problem identified in student academic or professional performance that may jeopardize their mentee's ability to reach their educational and career goals.
5. Academic advising will include but is not limited to discussion of current course grades, overall GPA (when applicable), study habits, test-taking problems, and areas/topics/courses that are particularly troublesome for the student. It is critical that any weaknesses or academic problems be identified as early as possible and that referrals be initiated to maximize each advisee's opportunity for success.
6. Mentors should also routinely discuss the student's professional development. This must include a review of the student's professionalism evaluations completed by program faculty and peers each semester (a student assessment component of all the professional development courses) and the student's self-assessment of their professional development.
7. If appropriate, mentors should assist the student in locating helpful resources, and promptly initiate referrals. Campus resources should be explored and freely utilized but off-campus referrals may also be indicated. Under no conditions is the mentor to assume the role of professional provider of needed services for any student.
8. All student advising/counseling sessions will be documented using one of the formats described below and filed in the individual's Program Student File in section 2 for advising done during the didactic year and section 3 for advising done during the clinical year:

- a. **Student Advising Form:** This form should be used when documenting the advising sessions mandated by this policy. The completed form should be included with copies of the student's professionalism evaluations that were discussed during the corresponding advising session.

- b. **Memo for Record:** This format should be used when documenting any additional meetings or events related to student performance, such as professionalism issues that occur between formal professionalism assessments, personal problems that have developed, or meetings to discuss academic problems that have not yet mandated remediation.

Referral Resources

Campus Services

1. [Academic Success Center](#) (Tutoring Center, Testing Center, Writing Resources)
2. [Disability \(Accommodation\) Services](#)
3. [Center for Career Development](#)
4. [Health & Wellness Services](#)

ARC-PA Associated Standards:

A1.05 The sponsoring institution must provide academic ... services to PA students that are equivalent to those services provided other comparable students of the institution.

A2.05e Principal faculty and the program director must actively participate in the processes of academic counseling of students

A3.10 The program must have written policies that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.