

Policy: Procedures for Faculty Advising of Students Placed on Academic Probation	Issued: 8/24/04	Revised:	<i>Page 1 of 2</i>
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A. Objectives and Aims for Advising Students

1. Advocate and support students in their professional pursuits.
2. Follow-up with probationary, “at risk” students in order to assist the student with being academically successful
3. Assist student in the development of the self-assessment and corrective action plan
4. Communicate information, mediate, and facilitate accessing of programs and services available that assist students in enhancing and maximizing their academic potential. Examples: Academic skill-building, personal counseling, tutors, mentor opportunities, etc.
5. Track, intervene and follow-up with student as needed (first series of examinations in semester, mid-term progress, etc.) in order to facilitate students’ progress in his/her program of study.

B. Mandatory Student Corrective Plan of Action

1. Within **two weeks** of notification of probationary status, the student must submit a thorough written academic self-assessment and corrective action plan to his/her faculty advisor.
2. The purpose of developing the plan is to help the student return to good academic standing. Issues to be discussed are:
 - a. Academic Support Services/ Counseling and Psychological Services: time management, anxiety testing, learning disability testing, study skills/strategies, coping skills, stress management, depression, concentration issues, sleep disturbances, and personal counseling.
 - b. Financial Issues: family support, financial aid, supplemental aid, employment and hours working per week.
 - c. Extracurricular Activities: Student or Service Organizations, Offices held and time commitment to these activities.
 - d. Commitments to Family/Friends: Significant other, spouse, children, elders, friends, and animal care time commitments. Religious and civic time commitments. Emotional and spiritual support issues.
 - e. Accessing Educational Resources: instructor of record, tutor(s), mentor, advisor, study groups, Writing Center, Intensive English Language Institute, etc.
 - f. Accessing Disability Accommodations: note-taking/transcription services, use of testing center, extended time on examinations, clinical accommodations, etc.
 - g. Professionalism/Ethics: formation of professional identity and following of core values – accountability, altruism, compassion, excellence, integrity, professional duty, respect and social responsibility.

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3. The student plan must be prepared in concert with and signed by the faculty advisor. The faculty member and advisee should keep a copy of the plan for his/her files.
4. The plan will include advisor recommendations for study/advising sessions, accessing of academic support services or other stipulations aimed at encouraging and supporting student success.
5. *The faculty advisor should forward two copies of the student's written plan to the Office of Academic and Student Affairs (Liz Gustin, Administrative Assistant). One copy will be distributed to members of the Academic Review and Support Committee and the other copy placed in the student's record.*

C. Role of Academic Review and Support Committee Members

1. The committee will review each probationary Student Self-Assessment and Corrective Action Plan and the Advisor's Recommendations to Student. The Academic Review and Support Committee may make additional recommendations or require the student and his/her advisor to meet individually with the committee, otherwise the correction action plan stands. If the academic probation occurs during the experiential portion of the curriculum, the respective experiential coordinator will forward the Self-Assessment and Corrective Action Plan to the Associate Dean for Academic Affairs for Committee review.