University of Puerto Rico
Río Piedras Campus
College of Social Sciences
GRADUATE SCHOOL OF REHABILITATION COUNSELING

ACADEMIC ADVISING PROGRAM MANUAL

February 2020
TABLE OF CONTENTS

I. INTRODUCTION .................................................................................................................. 3
II. MISSION ................................................................................................................................. 4
III. VISION .................................................................................................................................. 5
IV. PROGRAM CHARACTERISTICS ....................................................................................... 5
V. ADVISING PROGRAM GENERAL DIAGRAM ...................................................................... 6
VI. ACADEMIC ADVISING PROGRAM GOALS ...................................................................... 6
VII. ACADEMIC ADVISING PROGRAM OBJECTIVES ............................................................. 7
VIII. ACADEMIC ADVISING SERVICES .................................................................................. 7
IX. ACADEMIC ADVISOR’S ROLES AND RESPONSIBILITIES ............................................ 11
X. STUDENT’S ROLES AND RESPONSIBILITIES .................................................................. 13
XI. ACADEMIC ADVISING BENEFITS .................................................................................. 14
XII. CONFIDENTIALITY CLAUSE .......................................................................................... 15
REFERENCES ............................................................................................................................. 16

APPENDICES

INDIVIDUAL CURRICULUM

ACADEMIC EVALUATION

INFORMED CONSENT

BROCHURE
I. INTRODUCTION

The purpose of this Manual is to describe the Academic Advising Program for the Graduate School of Rehabilitation Counseling by offering a broad representation of the services and processes that are carried out through the Program. As established in Certification Number 51, section V.E.3.d - Academic-Administrative Aspects, each graduate school or program will establish an Academic Advising Plan to guide students through their studies until they graduate.

The Academic Advising Program of the Graduate School of Rehabilitation Counseling is aimed at its students from the time of admission until the completion of their studies. The purpose of this Program is to contribute to the comprehensive development of students in terms of their academic, personal, ethical and professional formation. Academic Advising promotes a dynamic relationship between the advisor and the student to support the latter in their academic development, so they achieve their goals and professional success. The Academic Advisor provides guidance on academic policies and regulations, opportunities for personal and professional development, and other resources available in the university or the community that offer academic and personal support.

Therefore, the Graduate School of Rehabilitation Counseling (EGCR), in an effort to contribute to the quality of the educational process, presents this Manual as a tool that contributes to the achievement of our students’ academic skills. At the same time, reflection on the importance of appropriately intervening with students to help them in their journey through EGCR is promoted. Through Academic Advising services we can help our students develop their personal and institutional resources, as well as their skills, for their subsequent performance as professionals.

Academic Progress Committee
Dr. Raúl Rivera Colón
Academic Advisor
Dr. Robinson Vázquez Ramos
Coordinator of the Graduate Program of Rehabilitation Counseling
Dr. Maribel Báez Lebrón
Acting Director Graduate School of Rehabilitation Counseling

Developed:
September 15, 2017
Rev. February 2020
II. MISSION

Provide each student who requests the services, with resources and tools necessary to meet the academic, social and emotional challenges that graduate studies may lead to. The academic advisor works with students, professors, student services units within the University and other community service programs with the goal of training students to reach their highest level of personal and professional development as productive members of society.

III. VISION

Students will assume responsibility and develop strategies that allow them to satisfactorily fulfill all the requirements of the graduate program to achieve academic, personal and professional objectives.

IV. PROGRAM CHARACTERISTICS

At the Graduate School of Rehabilitation Counseling (EGCR), Academic Advising is conceived as a systematic process in which students are provided with assistance, guidance, support, and direction in various phases of their studies so that they can achieve their academic goals. Academic advising services are provided by an ECGR faculty member who receives compensation to perform these functions. The academic advisor will assist the students with course selection, address their concerns and prepare academic progress evaluations. The advisor will also provide individual and group orientations regarding their class schedules, according to the curricular sequence established by the School. For this purpose, the advisor and the student will develop the Individual Study Plan, which will be signed by both of them at the beginning of the first semester of studies (Certification No. 51, section V.D.8.c.4). The individual study plan will be reviewed periodically to adjust it to the needs and interests of the students. Changes in the individual study plan will be carefully evaluated by the academic advisor and student. The students’ academic progress is monitored through the individual study plan. The study plan must ensure that the student can meet all degree requirements within the maximum timeframe established by Certification 51. The Academic Advisor will discuss the consequences of altering the curricular sequence suggested by the School with the student. In addition, the advisor will be in charge
of analyzing, processing and following up on Faculty’s recommendations and decisions regarding academic probation, suspensions, and expulsions from the School. Additionally, the Academic Advisor has the responsibility of elaborating, by Faculty recommendation, the remedial plans for referred students. The advisor will be in charge of the formal procedure to evaluate if the student has fulfilled the conditions of academic probation. The advisor is responsible for channeling referrals to student assistance programs on campus, such as the Department of Student Development Counseling (DCODE) and the University Center for Psychological Services and Studies (CUSEP). The advisor is also responsible for conducting the graduate program’s exit interviews and generating the corresponding report. Below is a diagram that, in general terms, illustrates how the academic advising process takes place in EGCR.

V. ADVISING PROGRAM GENERAL DIAGRAM

VI. ACADEMIC ADVISING PROGRAM GOALS

- The students will know and be able to access accurate information about the policies, procedures and academic requirements for the Graduate School of Rehabilitation Counseling (EGCR).
- Encourage students to make decisions in line with their objectives, capabilities and aspirations.
Students will have an Individualized Study Plan that will allow them to monitor their academic development in order to make informed decisions.

VII. ACADEMIC ADVISING PROGRAM OBJECTIVES

- Inform students about the curricular sequence, how to plan their class schedules, and course selection.
- Inform and refer students to the service offices available at the university or in the community, according to their needs.
- Help students identify their academic needs, develop their potential, and offer strategies to meet their needs in a way that allows them to be successful professionals.
- Provide students with effective study tools and learning strategies.
- Enable the integration of students into university culture.
VIII. ACADEMIC ADVISING SERVICES

**Guidance on the academic requirements needed to obtain the degree**

- The academic advisor discusses the curricular sequence (day or evening program) with student, monitors student's development in the curricular sequence, and discusses how a curricular sequence fits in a particular academic interest. In addition, the advisor responds to the students specific academic concerns, such as problems with a particular class, and guides them to make informed decisions.

**Academic Evaluation**

- Students' academic records are evaluated according to the curricular sequences of the selected program (day or evening). The Academic Advisor analyzes the student's academic progress taking into consideration grades and other factors that may affect academic performance. This helps in planning the student's class schedule. It also allows us to identify irregularities reflected on the student's class schedule.
**Individual Study Plan Development**

- The Individual Study Plan applies to all students enrolled in EGCR regardless of their mode of study (day or evening program). The Academic advisor and the student will develop the Individual Study Plan, which will be signed by both of them at the beginning of the first semester of studies (Certification No. 38, section IV.D.7.c). The student's academic progress is monitored through the Individual Study Plan, which will allow for the identification of strengths and needs in order to mobilize appropriate support resources.

**Discussion of student learning assessment results**

- The Academic Advisor is responsible for discussing each category of the student learning assessment results, one question at a time, so that the student can know their areas of strength and weakness. The Academic Advisor and the student will discuss the academic progress and areas that can be strengthened. The advisor will recommend activities or exercises the student can do to develop the skills that need to be strengthened.

**Elaboration and implementation of Remedial Plans**

- In the case of students who are on academic probation or need to develop skills, and by faculty recommendation, a Remedial Plan is created. This plan is prepared by the academic advisor with the student's input and the EGCR faculty, so that the student can meet and exceed their needs. The academic advisor will follow up on the student's compliance with the Remedial Plan. As stated in EGCR Student Manual, section 15.d.2 – Retention Rate and Academic Probation, the Remedial Plan must include two specific areas, which are: recommendations for the development of deficient skills or competencies, and conditions to overcome academic probation.
Exit Interviews

- The purpose of the exit interview is to know the perception of students completing the Master's degree in Rehabilitation Counseling about the graduate program experience and the academic preparation received. Students answer questions that address issues such as: general impression of program, curriculum and co-curricular experiences, faculty, and the essential resources for teaching, research and creation. The gathered information is used the programs assessment and planning processes.

Disclosure, information, and guidance

- The Academic Advisor discloses and provides information and guidance on: regulations, EGCR policies, graduation requirements, employment opportunities, practicum and internships, among others.

Support for future planning

- The Academic Advisor provides guidance on practicum and volunteer work opportunities that could enrich the student's academic experience, as well as enhance their Curriculum Vitae. The Advisor also provides guidance on licensing requirements (revalidation, continuing education, unionization, among others) and employment opportunities that may be available for the student.

Coordination of resources on campus and in the community

- The Academic Advisor helps students get support from other University offices. This includes informing students about academic support offices that provide tutoring or workshops on study techniques, time and stress management, addictions, or traumas that may be affecting their academic work. It also includes encouraging students to enrich their academic experience by getting involved in student organizations and recreational activities on campus.
IX. ROLES AND RESPONSIBILITIES OF ACADEMIC ADVISOR

1. Orienting students about their academic programs according to the curricular sequence established by EGCR.

2. Orienting students about the academic progress conditions that may result in academic probation, suspension or expulsion.

3. Developing and discussing with students academic evaluations and study plans.

4. Discussing each category of student learning assessment results, one question at a time, so that the student can know their areas of strength and weakness.

5. Orienting students about course selection and the planning and programming of their academic activity, according to their possibilities, expectations and interests.

6. Evaluating and authorizing any changes in the curricular sequence.

7. Analyzing, processing and following up on the Faculty’s recommendations and decisions regarding academic probation, suspensions, and expulsions from the School.

8. Elaborating, by faculty recommendation, the remedial plans for referred students, and discussing them with the students.

9. Following up and evaluating if the student has fulfilled the conditions of their academic probation.
IX. CONT. ROLES AND RESPONSIBILITIES OF ACADEMIC ADVISOR

10. Being a part of EGCR's Academic Progress Committee to address all issues related to the academic performance of students.

- Academic probation
- Remedial plans
- Study leaves
- Extensions
- Readmissions

11. Supporting students while they get used to the EGCR learning system.

12. Helping students adequately detect and resolve the needs they have in the learning process that affect their academic performance.

13. Providing students with stress management strategies and study techniques to strengthen their academic development.

14. Channeling referrals to various service offices on campus or in the community for students who present problems that affect their academic performance and are beyond the abilities of the academic advisor.

15. Writing reports for EGCR director and faculty about the exit interviews and the progress of students on academic probation.
IX. CONT. ROLES AND RESPONSIBILITIES OF ACADEMIC ADVISOR

16. Helping the student know and properly use administrative services, resources and procedures.

17. Conducting interviews with the students as often as deemed necessary.

18. Maintaining confidentiality of all information obtained from the student.

19. Keeping constant communication with the EGCR Director and faculty members to monitor the students' academic paths.

X. ROLES AND RESPONSIBILITIES OF STUDENTS

1. Knowing academic advisor and maintaining constant communication.

2. Seeking academic advising from the beginning of the semester. Being proactive is the key to academic success.

3. Knowing the academic advisor's role and how they can help.

4. Attending meetings called by academic advisor.

5. Become familiarized with EGCR Student Manual.
X. CONT. ROLES AND RESPONSIBILITIES OF STUDENTS

6. Becoming familiar with the requirements for obtaining the Master’s degree in Rehabilitation Counseling, and keeping an accurate record of their progress.

7. Making appointments with the Academic Advisor and meeting with them at least once a semester.

8. Notifying the Academic Advisor of any changes that affect their academic development.

9. Keeping abreast of deadlines to apply for the degree exam, practicum, and internship.

10. Knowing their GPA and number of approved credits accumulated.

XI. BENEFITS OF ACADEMIC ADVISING

- Access to academic support services and resources.
- Academic planning for the appropriate achievement of educational goals.
- Understanding of academic and administrative policies and procedures.
- Development of decision-making skills and the responsibility to accept them.
XII. CONFIDENTIALITY CLAUSE

The following are general stipulation guidelines, regarding the handling of confidential information, which the Academic Advisor must respect and share with the students through the informed consent.

- Current legislation, including ADA (1990) and FERPA (1974), as amended, as well as the Code of Ethics for the Rehabilitation Counseling Professionals of Puerto Rico, require that the confidentiality of the information shared by students in academic advising processes be guaranteed. In addition, students must be notified of the privacy practices for the Academic Advising Program of the Graduate School of Rehabilitation Counseling.
- The Academic Advising Program will use the student’s information for the purpose of providing them counseling and other services. All information disclosed within the academic advising spaces is confidential. However, information may be disclosed under the following exceptions:
  - If there is an imminent threat of harm to the student, third parties or property.
  - When required by any court or law order.
  - To arrange reasonable accommodation.
  - Referrals, coordination of services, and other requirements requested by student.
- The Academic Advisor will receive academic information (documents) from the student that will help in the advising process. All information provided is confidential. After having completed their advising contribution, the advisor will return the documents to the student academic record.
- The Academic Advisor will call meetings with faculty and other professionals to discuss issues related to the student’s academic progress. Examples of issues to be addressed may include academic advising, ways in which a disability or situation hinders academic progress, student performance, reasonable accommodation, among others. These meetings to discuss the student’s situation will be held with their consent.
- The Academic Advising Program has an informed consent that outlines the confidentiality criteria for handling information. The Academic Advisor is responsible for discussing the informed consent document with the student, which must be signed by all parties involved.

REFERENCES


University of Puerto Rico, Río Piedras Campus (2018). Certification No. 51 (2017-2018), Política Académica para los Estudios Graduados en el Recinto de Río Piedras de la Universidad de Puerto Rico REVISADA.


Academic Advising Program Manual developed by Dr. Raúl Rivera Colón (2017) Rev. February 2020