

Student and Graduate Services

Student Services represent a variety of resources available to students that aid in augmenting their educational experience and which are intended to aid students in their attainment of satisfactory academic progress.

Orientation

Prior to the start of the program, students must attend a mandatory orientation. The purpose of this orientation is to:

- Acquaint students with the program's goals and objectives as well as its rules and regulations
- Notify students of their advisors
- Provide students with basic "back to school" skills
- Provide students with a guide on how to use the library resources available
- Provide students with the necessary training to use the Center's Student Portal
- Provide students with training in prevention of sexual harassment, Blood Borne Pathogens, HIPAA and plagiarism.

Advisement

At orientation, students will be assigned academic advisors who will assist the student throughout their enrollment in the program with any issues they may have in meeting satisfactory academic progress. Students should meet with their advisor at least once per quarter/term. In addition, at orientation students will be introduced to the guidance counselor. A student may seek advice or assistance from the guidance counselor for non-academic issues. The guidance counselor may recommend a solution or may refer you to a different staff member at the Center or to a different department of the hospital. The guidance counselor may also recommend that you seek help from an outside agency.

Student Leadership Committee

The Student Leadership Committee is a group comprised of student representatives from programs at the Center. The committee serves as a student advisory committee to provide the student body with a mechanism to deal with the affairs of students and as a forum for expression and participation concerning student life at the Center. In addition, the committee facilitates charitable and philanthropic events and opportunities throughout the academic year. The Student Leadership Coordinator organizes and leads the committee. The committee will be called to order approximately once per month.

Disability Services

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, Center for Allied Health Education, through its program of disability services empowers students with disabilities to realize their academic potential in its educational programs, by providing reasonable accommodations and support services for eligible students.

Campus Accessibility for Students with Disabilities

Center for Allied Health Education's facility is accessible to students with disabilities. The main entrance is wheelchair accessible and there is an elevator to the lower level.

Academic Counseling

Upon recognition by a student or a faculty member that an academic problem exists, a counseling session with the Program Director will be scheduled. The objective of the counseling session is to help identify the problems that may be the source of the academic issues. Once these problems are recognized a remediation plan will be suggested to help find a solution.

Social Counseling

Upon recognition by a student or a faculty member that a social problem exists, the guidance counselor will be notified. The guidance counselor will recommend outside agencies that may be able to assist the student with their social problem.

Academic Assistance or Remediation

Learning Center

Center for Allied Health Education has established a Learning Center to address the needs of students requiring academic assistance or remediation in their efforts to achieve and maintain satisfactory academic progress. The Learning Center is staffed with faculty members who are available to assist students with their academic needs. If a faculty member feels that a student needs additional assistance outside the scope of the Learning Center, they may recommend that the student seek additional tutorial services (beyond those provided by the Learning Center and Peer Tutoring Program). Students who wish to utilize the Learning Center must register at least one week prior to the requested date, by visiting <https://www.cahe.edu/form/learning-center> with the following information:

- student name
- program
- course
- subject
- specific topic(s) with which they need assistance.

Peer Tutoring

Peer Tutoring is available to students enrolled in a program that is at minimum one year in length. Center for Allied Health Education's Peer Tutoring program is a resource available for students to receive remediation and enhance academic performance.

The Peer Tutoring program is designed to provide assistance to students in various courses, in various programs. In a relaxed atmosphere, peer tutoring sessions lead to a deeper understanding of the concepts learned in the classroom and clinical setting.

The Peer Tutoring program is not intended to replace classroom instruction or any other academic assistance offered by faculty. The Peer Tutoring program provides assistance beyond the scope of that given in a course.

Benefits of peer tutoring:

- Peer tutors have often had the same or similar struggles as their tutee. They understand the frustrations the student may be feeling, as well as the potential roadblocks to success, and can help the student address those difficulties.
- Peer tutors "speak the same language" and can connect with the student.
- Peer tutors serve as role models for their student tutees.
- Students often feel a sense of partnership when working with a peer tutor because there is less distance between the tutor and the tutee.
- Peer tutors often have great energy and enthusiasm for what they do because it is a new function for them. They are drawn to tutoring because they want to help others, and they are motivated to do the job well.
- Peer tutors help the student work toward self-responsibility and self-direction.
- Peer tutors often provide social and academic support. Friendships are often created between tutors and tutees.

The process to become a Peer Tutor is competitive and only several students per program will be selected. To become a peer tutor, Students must:

- receive minimum overall average of 85 or better

- receive an “A” in the subject area in which they wish to tutor
- complete a successful interview with the Program Director and Licensed School Director
- have good communication skills
- have a high level of patience and a sincere desire to help others

Peer tutors who provide a minimum of 30 hours of tutoring per term for at least two terms will be recognized at graduation and will be reimbursed up to \$200.00 for any fee associated with a state/national exam/registry or society membership for their profession.

Students who are interested in tutoring peers may request a *Peer Tutoring Application* from their program director.

Students who are interested in improving their academic progress with a Peer Tutor may visit <https://www.cahe.edu/form/learning-center> with the following information:

- student name
- program
- course
- subject
- specific topic(s) with which they need assistance.

Tutoring provided via the Peer Tutoring program must be conducted on campus. Tutoring off campus is prohibited.

Career Advisement

Center for Allied Health Education assists students with preparing for entry into their chosen career. Students are offered assistance through formal and informal means, including but not limited to, resume writing, interview skills, presentations, and discussions regarding expected behavior and attitudes of healthcare professionals.

Employment Assistance

Center for Allied Health Education assists graduates with obtaining entry-level positions in their respective fields. While the Center makes every effort to assist students with job placement, it does not guarantee employment.