**Academic Guidance Manual**

 **Zulfi College**

**Vision**

The Academic Guidance Unit is working on developing its services to satisfy the students’ needs so that they can easily benefit from these services in the development of their personalities and their skills in various fields. In addition, the Unit is constantly seeking to improve the quality of these services in accordance with the international standards of presenting counseling services in higher education institutions.

**Message**

The Academic Guidance unit seeks to provide a variety of counseling services for students in order to satisfy their academic needs. The Unit provides counseling services that aims to help students develop different aspects of their personalities and increase their skills in dealing with various difficulties during their years of study that may negatively affect their academic performance or hamper the pursuing of their studies. The academic guidance unit is also interested in encouraging cooperation with the departments at the university to provide outstanding quality services that would support the educational process.

**Objectives**

The Academic Guidance unit aims to fulfill the college aspirations by helping students understand their academic problems and how to treat them efficiently, and contributing to the graduation of a generation armed with knowledge, faith, self-confidence, and the ability to participate in the construction and development of our dear country, through the following objectives:

1. To create appropriate conditions for the normal growth of the male and female students, have positive social relationships between the students and their fellows on the one hand, and between the faculty members and the university employees on the other hand, and to get successful feedback in the face of academic problems encountered in different positions over the years of study at the university.
2. To acquaint students with the university life through outreach programs, introduce the faculty, the deanship, the different departments, the way the student can get their services in cooperation and coordination with the dedicated college administration, and to introduce students to the different changes they may face during their university life and the way they can deal with them through the Unit programs raised in introductory paragraphs, the preliminary week, and specific courses held for that purpose.
3. To raise the students’ awareness of the academic difficulties and learning skills, the way to prepare lesson plans, time management, and to equip them with skills that would enhance their academic achievements and help them reach personal balance.
4. To help students choose the appropriate specialty according to their abilities, scientific interests and the labor market needs.
5. To encourage outstanding students for more achievements and guide them towards investing their capacities and abilities in the fields which match their scientific interests and desires.
6. To follow up students and help them acquire the necessary skills to achieve academic success.
7. To help students with disabilities, during their university life, achieve the highest degrees of psychological and social adjustment and academic success according to their capabilities and deal with their problems as well as trying to resolve them.
8. To raise students’ attention to academic lists.
9. Any of other missions that would accomplish the Unit’s objectives or which are assigned to it from the Higher Committee for Guidance of the faculty, from the Students Affairs deanship, or from the Admission and Registration Deanship.

**The Academic guidance Manual for the Faculty member**

Given the contemporary educational requirements, the major role played by the University of Al Majma’ah, the historical phase through which humans are going through at the time being and as part of the enormous changes in the field of human engineering, the Academic Guidance Unit was inaugurated at the beginning of the second semester of the academic year 1433-1434 AH in the Faculty of Education of Zulfi with the presence of His Excellency the College Dean, Dr. Abd Allah ben Khalifa Suwaiket. His Excellency has focused on the importance of the academic guidance, considering it as a distinguished tributary in developing the educational process, setting a code of conduct for students, interacting and making decisions in order to have a personality that is able to face the future with all its changes, and motivate them in various areas of creativity and critical thinking, leading to the achievement of social goals and following the new age challenges of psychological, social and intellectual immunization.

The Academic counseling represents one of the important services that positively affect the cognitive, academic, psychological, and professional growth of the student. As a matter of fact, university students, within the changes of the university, need guidance and counseling services that help their adjustment, provide them with the necessary information and skills to improve their educational achievements and give them the ability to progress, as academic guidance represents a cornerstone in the educational system. It is considered as an objective response to deal with the social, economic and human changes of the learning system and its educational philosophy as well as to the student‘s needs to continue his or her higher education, which represents a necessary national development to achieve self-human aspirations of creativity and excellence.

From this perspective, the academic guidance system imposes obligations on both parties of the educational process, the educational institution and the student. These obligations are reflected in the overall administrative, technical, and academic rules and regulations which control the activity of the educational process outputs. The Academic guidance plays a distinctive and vital role in conveying an overall image of university life and clarifying the various dimensions of this image to the student.

In line with this approach, the Unit perceives the student as the main participant in the educational process in the presence of a successful management that follows an effective democratic approach in dealing with the components of the educational process with its various dimensions. we are always working on guiding, following up and evaluating the students’ achievements as well as helping them recognize the obstacles that they may face and which may hamper their success through a highly proficient and efficient unit that is responsible for guiding students, the most important component of the educational process, reach psychological and social balance.

Since the success of the educational process depends on the extent of motivation, response and interaction of the student in the university environment, it is extremely important to provide him with all the essential conditions in the educational environment that would encourage him to create and innovate, as the progress of any nation or institution depends on the availability of psychological and social security elements of its members.

As for the university student these elements include the effective integration in the educational process, and the keenness to study the specialty, which he or she has long desired. This sense of psychological security could be enhanced through the student’s understanding of the rules and regulations, acquaintance with the plan of study, requirements for success, cumulative rates accounts, and registration, addendum and deletion procedures and the ability to easily and conveniently communicate with Guidance channels. As a result, the student would be socially involved as an active member in the university environment.

**Mechanisms for the implementation of the unit objectives**

In order to achieve the above mentioned objectives, the unit board and its manager has taken the necessary decisions and in particular the following:

1. To link the faculty study plans with a developed system for registration in collaboration with the University Information Technology Center, so that no student can enroll in courses outside the Study Plan of his specialty, also reduce manual errors and speed up the accomplishment of the academic processes consequently, reducing the burden of the administrative routine for both the academic counselor and the Admission and Registration Deanship.
2. Early registration of students in each semester in order to: relieve pressure on the Admission and Registration Unit, give them a greater chance to check and audit the proposed curricula, and configure the actual index of students’ number in each course.
3. The Programming of the registration system in case of accumulative low rate of the student and issuing an academic warning, if unable to register more than 12 hours in the semester.
4. To have a direct online link between the counselor and the students’ academic status, so he or she can follow their academic situation. The follow-up includes the following aspects:
* course schedule
* the Transcript
* the student’s academic status
* Study Plans
* The Academic calendar (to remind the Advisor of all the changes)
* university rules and regulations

5. Regular announcements to students, in all the university buildings, to remind them of periods of Registration, addendum, deletion (and all its degrees) transfer, etc...

6. Automatic Monitoring of final grades for all students by teachers in order to facilitate the teacher’s job

7. To organize and implement various programs, contests and competitions which contribute to encouraging students to improve their grades and levels of performance, or monitor incentive awards to outstanding students of the faculty departments.

8. To arrange workshops and outreach programs that deal with a variety of topics of interest to students and which also aim to sensitize them and provide them with information that should contribute to protecting them from difficulties and obstacles.

9. To raise the students’ awareness of the importance of the unity and its role in helping them successfully finish their studies, and encourage them to contact it to help solve the difficulties they may face.

10. To provide the students with constant counseling and training services that aim to sensitize them of the difficulties they may face, and teach them skills that would help them achieve academic success and psychological balance.

11. To prepare pamphlets like posters, leaflets and academic guidance brochures to all faculty members, students and professors, and which include the following information:

* Tables for early registration
* university booklet of rules and regulations
* Academic Calendar
* Introduction of the Academic guidance unit
* A booklet for academic counselors
* guidance and instructions for new students

12. To carry out focused scientific researches which deal with student’s issues and develop the unit activities.

13. To coordinate with the Student Affairs Unit in order to cooperate in matters related to students data, or any other service related to the problems affecting the students in their studies or their relations within the university community.

14. To coordinate with the Admission and Registration Deanship in issues related to the student’s academic data, registration matters, assessments etc… for students with special academic conditions which necessitate help, and within the framework the university rules and regulations.

**Beneficiaries of the Unit Services:**

• Student groups who would benefit from the services provided by the Unit are:

Male and female students enrolled in the Zulfi College from different categories and with different school levels.

**• How to benefit from the Unit services**:

1. To contact the Academic guidance unit or come to the unit headquarters to ask for a service.

2. Fill out some necessary forms to have a file for the student before seeing the academic counselor.

3. To have an initial interview with the counselor of the academic unit to determine the appropriate type of service necessary for the student.

**• Procedures for providing counseling services**

1. Every student has the right to benefit from all the services provided by the unit.

2. All files and information should be confidentially processed according to the case specifities.

3. The student has the right to have access to all the procedures of the counseling service and he or she is expected to cooperate with the unit to provide the appropriate information.

**Composition of the Unit**

|  |  |  |
| --- | --- | --- |
| The member’s name  | Tasks  | E-mail address |
| P.Hamza Mohammed Issa Ayasra P.Nahla Mohamed Zain Awad | Academic counseling unit supervisor Academic counseling unit supervisor (female students) | h.ayasrahmu.edu.san.elzein@mu.edu.sa |
| D. Mohamed Sayed Ahmed Shehata | The Islamic Studies Department coordinator  | Msash1974@yahoo.com |
| P. Sami Mohammed Ahmed Zaarir | The English language department coordinator  | s.alzaareer@mu.edu.sa |
| D. Sharifa Abdulkarim Ali Furaihat | The Islamic Studies Department coordinator | Sh.freihat@mu.edu.jo |
| P.Reem Fahd Mahmoud Al-Farhood | The English language department coordinator | r.alfarhood@ mu.edu.sa |
| D. Mona Ibrahim Azzam Azzam | The Arabic language coordinator  | dr.mona73@yahoo.com |
| D. Olfat Saad Ahmed Abdeddeim  | The physics department coordinator  | o.ahmed@mu.edu.sa |
| P.Njoud Nawaf Bejad, Alhaberdi  | The mathematics department coordinator  | n.alhabardi@mu.edu.sa |
| P.Rania Mohamed Karim Khaza'il | Computer Science Department Coordinator | r.alakazalah@mu.edu.sa |
| P.Manal Aqeel Mohammed Hajji | Home economics department coordinator | m.al-hejy@mu.edu.sa |
| P. Emna Mohammad Qasim safe Shtiwi | The chemistry department coordinator  | a.shtaiwi@mu.edu.sa |

**The Concept of Academic Advising**

 Academic guidance stands for the cornerstone of and plays a pivotal role in the educational system, as it is an objective response to changing social, economic and humanitarian characteristics at the heart of the system and its educational philosophy, in addition to being responsive to the needs of the learner to get used to the university education, which represents national development that is necessary to help fulfill human innovation and excellence ambitions.

The academic guidance focuses on two levels in the guidance process: the institution and the student. It reinforces the academic advisor’s role who works through the academic advising unit during the academic year. The process of academic guidance is reached through the awareness and understanding of all the parties in the guidance process. It aims at directing the student to choose the best ways to achieve the desired success and adapt to the university environment.

This objective can be achieved by providing students with diverse academic skills which can increase their academic achievement and discuss their scientific ambitions. The academic guidance process includes making students aware of university regulations and laws, all through a variety of guidance services like the individual academic guidance, guidance programs and different other consultations.

In addition, Academic Advising helps students achieve their goals, and make the appropriate decisions concerning their academic and professional future by profiting of the opportunities and facilities available to them. It constantly works to simplify the administrative procedures in order to provide better services to the student in the right time and in a way that lives up to the universal quality standards which the college is striving to achieve in light of the growing investment in intellectual and educational projects and scientific research.

**Philosophy of Academic Guidance:**

The philosophy of academic guidance has social, economic, cultural, human and intellectual bases seeking to realize some features like flexibility, the ability to adapt and select, and to face the individual needs. It seeks to ensure the success of the educational process, and to offer the best scientific outcomes for the student by helping him to choose the best alternatives in each semester. This is in accordance with the course plan, the academic status of the learner and his progress in education so that he can combine between his educational needs and his personal circumstances.

The academic guidance programs include the following:

* Mentoring programs for new students to introduce them to the educational system and testing regulations, and to make the necessary adjustments to university education. They are given their rights and duties.
* Guidance programs for students with special needs during their university life, to achieve the highest degree of academic achievement and help them deal with the problems they face.
* Guidance programs for gifted students to help them further excel. Also, to encourage them and motivate their peers.
* Guidance programs for students who got a scholarship to help them continue their studies and overcome their obstacles and be positive future advocates in their country.
* Guidance programs organized for the students in general to help them improve their academic achievements.

These programs will be implemented through the academic guidance unit. The unit will put an executive plan to implement the general academic guidance plan. It will evaluate its plan and present it to the university deanship. The deanship will draw from the university reports an indicative one for guidance model at the University level.

**Academic Guidance skills:**

The successful advisor is able to communicate effectively with students and can determine their needs. He/she is good at listening to them, understanding them and caring about them. He/she does not offend or make fun of them. He/she works and share their education plans, invest in their expertise and trust their abilities. He/she will then be able to help them overcome the obstacles they may face in education. From this standpoint, we can identify some of the skills the academic advisor should have in order to achieve the goals set for him/her, among them:

**Leadership skill:**

 We mean the skill to form a positive relationship with the students to influence them and help them move towards achieving the desired goals.

**Sympathy skill:**

We mean the skill to share the students' feelings and impressions in order to understand them and build a strong relationship with them. Therefore, the students will welcome their advice and guidance.

**Planning skill:**

We mean by this skill the academic advisor's ability to help the student fix his goals and achieve them. For example, to help the student select the appropriate specialty that permits him to realize remote objectives related to his academic and future career or to help him make a plan to improve his cumulative average.

**Regulation skill:**

It means the academic advisor's ability to prepare the guidance work and organize it to guarantee the maximum benefit. This includes the organization of students' files, the registration and deletion work and other works of the academic advisor.

**Listening skill:**

The academic advisor should be a good listener of his students. He should know about their opinions, thoughts, suggestions, and the problems they face. This will promote their self-confidence and strengthen their relations with the advisor who, therefore, will be able to assist them.

**Skill of making decisions and solving problems:**

The academic advisor needs this skill when listening to the students' views and comments to be able to know about the problems they face. As a result, the students can learn how to identify their problems and make hypotheses to solve them. The academic advisor just helps them make the right decisions to solve the problem.

**Collective guidance skill:**

This skill consists of dealing with issues of a group of students, such as the ignorance of the rules, school delay, absenteeism, and drop in cumulative average. We want to deal with this issue in a collective way to save time and achieve other objectives, including engaging the students in solving their problems, coming up with solutions and making the right decisions. The way to do that is organizing students into groups. They get to know about their problems, debate the causes, and therefore make the right decisions.

**Management and Time Investment Skill:**

It is an important skill. It involves work scheduling and coordination and also determining the timeline of advisor's work including the dates of registration and deletion as well as fixing the office hours when the students can meet the advisor.

**Tasks of the College Academic Advisor**

The tasks of the academic advisor of the faculty are the following:

1. Overall supervision of the academic advisers and working on cases delivered to him.
2. Welcoming the new students in the first day of study and explaining the university system and environment.
3. Equitable distribution of students according to their specialties.
4. Dealing with the problems delivered by the academic advisors, solve them or rather send them to his Excellency the vice chancellor or, if needed, to his Excellency the dean of the faculty.

**Tasks of the Student Academic Advisor**

The tasks of the student academic advisor are as the following

**First,** the technical tasks:

1. Preparing a special file for the students who are going to be supervised by him. The file contains the following:
* Curriculum vitae of the student.
* List of academic specialization courses leading to the student's graduation (from the department).
* Registration formats.
* An updated copy of the academic record (transcript).
* Other administrative documents (such as deletion and addition formats).
* Directing the student to be someone who is able to respond to his inquiries and discuss with him in the following topics:
* The process of course registration.

The academic advisor examines the student's file and specialization to fill out the registration form for each student before the registration deadline.

**The choice of course**

 The advisor should assist with a list of academic specialization courses to help students in the choice of their courses. He has to make sure of the following:

* The student's success with appreciation in all the required courses and in the pre-tests. The student can be enrolled in the course only if he succeeds in the pre-test.
* The advisor should also Know the minimum and maximum of hours a student can enroll in his current situation (other tasks).
1. **Course schedule**

The advisor has to make sure of the time and place of the lectures and that there is no clash in the student's course schedule.

1. **Explaining graduation requirements**

 The student must successfully pass (128) course hours to get a bachelor degree. They are distributed as follows:

* Successfully completing the compulsory University requirements: (15) hours.
* Successfully completing the compulsory College requirements: (113) hours.
* Completing the necessary requirements with a cumulative average: no less than (2, 0).

 The academic advisor should assist the student in preparing a timetable and a plan to complete graduation requirements. It should not exceed the limit of six years.

Explanation of his grades (by semester and cumulatively):

The student’s performance (by semester and cumulatively) is measured by calculating his grades average by semester and cumulatively, and each is calculated according the following scheme:

**4. Grades and marks for each course**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Evaluative grade  | **A+** | **A** | **B+** | **B** | **C+** | **C** | **D+** | **D** | **Eـ** |
| Evaluative marks  | 5 | 4,75 | 4,50 | 4,00 | 3,50 | 3,00 | 2,50 | 2,00 | 1,00 |

The following symbols are adopted in calculating the aggregates:

N = successful.

E = Failed.

B = for the course that needs a replacement.

L = incomplete (there temporarily).

M = constant (the course that needs more than one semester).

P = discharged from the school semester.

H = is suspended from attending the final test.

 **Performance Assessment:**

The academic consultant should help students with their school issues, and according to their term and cumulative grades, so that a student whose cumulative grade is below the average could ameliorate his marks and fix this situation. The academic consultant should also explain to the student that the academic evaluative mark is not a punishment or regulation, instead, it enables him to continue to study with the minimum burden of the allowed recorded hours, regularly 12 accredited hours, to help him improve his performance, and that accomplishing a specialty with an acceptable and reasonable grade is more important than a rapid accomplishment of a program with a low performance.

**Second:** **Administrative Tasks**

• Changing specialty:

The student is allowed to change his specialty at the end of the semester, provided that his cumulative mark is not less than (3.50 for students and 4 for female students). The student can switch the specialty only after the approval of the Dean of the College in terms of the regulations set by the College Board. The academic record of the student who switched from one specialty to another should be verified to see the subjects which he has studied; this includes assessments and the accumulative school grades throughout his college studies.

It is normal that students who have academic problems and ask for the transfer are scared, and sometimes these students only need reassurance and help by providing them with learning skills.

**• Remove and add courses**

The consultant should distribute the designated form for omission or addition among students who wish to make modifications to their original registration during the first week of the semester.

**• Withdrawal from a course**

The consultant have to sign a form for students wishing to withdraw from the course and receive the mark (Withdrawn) in their school record during the period from the third week until the end of the eighth week, provided that the number of accredit hours is not less than 12 hours. This form will be adopted by the college administration.

• **Students Absence**

Absences are counted from the first day at the college, since the general policy of the college necessitates that the student is given a first warning in case he misses 5% of his accredited classes, a second warning if the student misses 10% of the accredited classes. The student will be deprived of attending the final exam in case he misses 25% of the number of the accredited hours for a course and consequently fail the exam.

• Postponement and interruption of a course:

It is a temporary withdrawal for a specified period of time (two semesters or three successive semesters maximum) whereby the student may apply for postponement before the end of the first week of study, and by presenting a form of courses postponement to the students’ Affairs Unit of the college.

**• Withdrawal from the College:**

 Withdrawal is to permanently leave the College without the possibility to return, except in rare or exceptional cases which are judged by the college. To withdraw from college the student has to fill in an evacuation available in the Admission and Registration deanship.

**Third:** the Regulatory Functions: -

**• Solve problems**

The Academic consultant can help students who are facing problems related to their specialties through identifying the causes of the problem then proposing appropriate solutions. These problems could be:

• Organizing courses:

It deals with which part of courses that requires greater attention? How to spend time studying the subject? How to assign them a teacher? Are the students managing well the revision of their lessons?

• Time management:

Are students aware of the time required to study? Are they wasting their time? What are their priorities? And how they divide the equivalent time for their courses?

• The relationship between faculty and students:

Are students facing difficulties with the subject or the teacher?

• study Skills and habits:

Are they studying? How and when? Where? and present suggestions to improve their studies.

• Special exam skills:

Is the student an exam stress sufferer? How to deal with that? Do they students have the basic skills to prepare and take exams?

• The need for an extra level of ability (teaching):

To encourage students make the necessary arrangements to increase their abilities to continue their courses, realize this situation and provide additional assistance to them.

• omitting a particular course:

It is preferred to undergo the necessary processes of dropping a course before the deadline, especially in the following cases:

* When the student feels the academic burden
* For a better performance in the remaining courses
* To alleviate some of the physical and psychological pressures (such as pregnancy for female students and medical treatment)

**Academic Counseling foci:**

The Academic counseling foci are:

1. The Student

The student is the pivot of the academic process, and in the absence of an organized and directed Academic Advising counseling it is the student's responsibility to familiarize with the university systems and regulations immediately after being admitted at the college. As a result of individual differences among students, some students get to know the rules and regulations and manage to cope with them. On the contrary, other students are unaware of many of these rules and regulations, which lead them to several academic problems like low grades, failure and dismissal etc... The responsibility for such problems is the student’s who is unconscious of the regulations and the lack of effectiveness of the Academic counseling system.

2. **The Educational institution, namely:**

* **The Academic consultant:**

The academic consultant’s (faculty members and their assistants) role is to help students make the right decisions that will help him successfully and effectively in his academic career.

* **Admission and Registration deanship**:

The role of Admission and Registration deanship is to register the courses for students according to the academic consultant signature on the registration forms and follow-up monitoring grades and the student’s academic record. The unit does also apply the university rules and regulations of the college according to the student’s specialty.

* **College:**

It is the unit that issues the study plans for each specialty, and appoint the academic consultant after **determining the number of admitted students and faculty members in the college.**

**3. The university rules and regulations updates:**

**Academic counseling programs**

The academic counseling programs are the following: -

• Orientation programs for new students to identify mainly the study and testing system and achieve the necessary adjustment to college, and to introduce them to their rights and duties

• Guiding programs to help students with special needs, during their university life, to reach the highest levels of academic achievement, according to their capabilities and study their problems and work to resolve them.

* Guiding programs for students to help them overcome their difficulties and achieve the desired success, and help them overcome the obstacles and problems they may face.
* Guiding programs for outstanding students to help them continue chasing success encourage them and motivate the other students.
* Guiding programs for scholarship students to show them what realizes the accomplishment of their studies and help them overcome the obstacles or problems that they may face to be good advocates of their country in the future.

 **• Guiding programs set for the students to help them improve their academic achievements.**

These programs will be executed by the unity of Academic Counseling; the unit will put an operational plan for execution within the University Academic Counseling general plan. It also conducts an assessment of its plan and presents it to the University Deanship which draws from the colleges reports a report for the counseling work at the university level.

**Academic Guidance skills:**

The successful advisor is able to communicate effectively with students and can determine their needs. He/she is good at listening to them, understanding them and caring about them. He/she does not offend or make fun of them. He/she works and share their education plans, invest in their expertise and trust their abilities. He/she will then be able to help them overcome the obstacles they may face in education. From this standpoint, we can identify some of the skills the academic advisor should have in order to achieve the goals set for him/her, among them:

**Leadership skill:**

 We mean the skill to form a positive relationship with the students to influence them and help them move towards achieving the desired goals.

**Sympathy skill:**

We mean the skill to share the students' feelings and impressions in order to understand them and build a strong relationship with them. Therefore, the students will welcome their advice and guidance.

**Planning skill:**

We mean by this skill the academic advisor's ability to help the student fix his goals and achieve them. For example, to help the student select the appropriate specialty that permits him to realize remote objectives related to his academic and future career or to help him make a plan to improve his cumulative average.

**Regulation skill:**

It means the academic advisor's ability to prepare the guidance work and organize it to guarantee the maximum benefit. This includes the organization of students' files, the registration and deletion work and other works of the academic advisor.

**Listening skill:**

The academic advisor should be a good listener of his students. He should know about their opinions, thoughts, suggestions, and the problems they face. This will promote their self-confidence and strengthen their relations with the advisor who, therefore, will be able to assist them.

**Skill of making decisions and solving problems:**

The academic advisor needs this skill when listening to the students' views and comments to be able to know about the problems they face. As a result, the students can learn how to identify their problems and make hypotheses to solve them. The academic advisor just helps them make the right decisions to solve the problem.

**Collective guidance skill:**

This skill consists of dealing with issues of a group of students, such as the ignorance of the rules, school delay, absenteeism, and drop in cumulative average. We want to deal with this issue in a collective way to save time and achieve other objectives, including engaging the students in solving their problems, coming up with solutions and making the right decisions. The way to do that is organizing students into groups. They get to know about their problems, debate the causes, and therefore make the right decisions.

**Management and Time Investment Skill:**

It is an important skill. It involves work scheduling and coordination and also determining the timeline of advisor's work including the dates of registration and deletion as well as fixing the office hours when the students can meet the advisor.

**The Tasks of the Academic Advisor**

Tasks of the academic consultant of the College:

The tasks of the academic consultant of the College are as follows:

1. To supervise the academic advisors and follow up the raised cases.

2. To receive new students and welcome them on their first day of study and explain them the college system and the university environment.

3. Equal allocation of students according to their specialties among faculty members.

4. To receive cases sent by the academic consultants and solve their problems or conveying them to His Excellency, Vice Dean of the College Academic Affairs or the Dean of the College if needed.

Tasks of the student’s Academic consultant:

The tasks of the student’s Academic consultant are determined as follows:

First: the technical tasks:

1. Set up a special file for each one of the students who is under his supervision. The file must contain the following:

* The student’s information form.
* A List of the major courses leading up to the graduation of the student (from the department).
* Registration forms.
* Recent version of the academic record (marks).
* Other administrative documents (forms of omissions and additions).
* Advise the student to the person who can answer his questions and discuss the following topics

Courses registration process:

The academic consultant examines the student's file and his specialty. The registration form of the student should be filled before the date of his registration.

Curse selection:

The consultant should make use of the list of the academic specialization courses while helping students choose their courses, and verify the following: -

* The student got a D in all required subjects and previous study requirements of each course, since it is not allowed for students to register for a course unless he passes its previous required course.

Knowledge of the minimum and maximum number of credit hours the student is allowed to register in his current situation (academic load for students).

**2. Course schedule**

A consultant has to make sure that students know the time and place in which lectures begin, and that there is no discrepancy in the dates of the student’s timetable.

3. Explain graduation requirements:

The student must successfully pass (128) accredit hours for a bachelor's degree, distributed as follows: -

* To successfully finish the university mandatory requirements and their number is (15) accredited hours.
* To successfully finish the college mandatory requirements for college and their number is (113) accredited hours.
* To finish all the required courses with an aggregate no less than (2,0).

The Academic guide should also help the student prepare a timetable and a plan to complete graduation requirements, within the range of the maximum permitted years (six years).

**4. Explain the average evaluative marks (semestrial and cumulative**)

The Student’s semestrial and cumulative performance is measured by calculating the semestrial and cumulative evaluation marks. Each is calculated using the following mathematical equation:

5. Grades and marks for each course

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Evaluative grade  | **A+** | **A** | **B+** | **B** | **C+** | **C** | **D+** | **D** | **Eـ** |
| Evaluative marks  | 5 | 4,75 | 4,50 | 4,00 | 3,50 | 3,00 | 2,50 | 2,00 | 1,00 |

**6. The following symbols are adopted in calculating the aggregates**

N = successful.

E = Failed.

B = for the course that needs a replacement.

L = incomplete (there temporarily).

M = constant (the course that needs more than one semester).

P = discharged from the school semester.

H = is suspended from attending the final test.

**7. Performance assessment**

The academic consultant should help students in their school troubles according to their semesterial and cumulative grades, so that a student whose cumulative grade is below the average could ameliorate his marks and fix this situation. The academic consultant should also explain to the student that the academic evaluative mark is not a punishment or regulation; instead, it enables him to continue to study with the minimum burden of the allowed recorded hours, regularly 12 accredited hours, to help him improve his performance, and that accomplishing a specialty with an acceptable and reasonable grade is more important than a rapid accomplishment of a program with a low performance.

**Second: administrative tasks**

• **Changing specialty**

The student is allowed to change his specialty at the end of the semester, provided that his cumulative mark is not less than (3.50 for students and 4 for female students). The student can switch the specialty only after the approval of the Dean of the College in terms of the regulations set by the College Board. The academic record of the student who switched from one specialty to another should be verified to see the subjects which he has studied; this includes assessments and the accumulative school grades throughout college.

It is normal that students who have academic problems and ask for the transfer are scared, and sometimes these students only need reassurance and help by providing them with some skills.

**• Remove and add courses**

The consultant should distribute the designated form for dropping or addition among students who wish to make modifications to their original registration during the first week of the semester.

• **Withdrawal from a course**

The consultant has to sign a form for students wishing to withdraw from the course and receive the mark (Withdrawn) in their school record during the period from the third week until the end of the eighth week, provided that the number of accredit hours is not less than 12 hours. This form will be adopted by the college administration.

**• Students Absence**

Absences are counted from the first day at the college since the general policy of the college necessitates that the student is given a first warning in case he misses 5% of his accredited classes, a second warning if the student misses 10% of the accredited classes. The student will be deprived of attending the final exam in case he misses 25% of the number of the accredited hours for a course and consequently fail the exam.

**• Postponement and interruption of a course**

It is a temporary withdrawal for a specified period of time (two semesters or three successive semesters maximum) whereby the student may apply for postponement before the end of the first week of study, and by presenting a form of courses postponement to the students’ Affairs Unit of the college.

**• Withdrawal from the College**

It is meant by withdrawal to permanently leave the College without the possibility to return, except in rare or exceptional cases which are estimated by the college. To withdraw from college the student has to fill an evacuation available in the Admission and Registration deanship.

**Third: Regulatory Functions**

**• Solving problems**

The Academic consultant can help students who are facing problems related to their specialties through identifying the causes of the problem then proposing appropriate solutions. These problems could be:

**• Organizing courses**

It deals with which part of courses requires the greater attention? How to spend time studying the subject? How to assign them a teacher? Are the students managing well the revision of their lessons?

**• Managing Time**

Are students aware of the time required to study? Are they wasting their time? What are their priorities? And how they divide the equivalent time for their courses?

• **The relationship between faculty and students**

Are students facing difficulties with the subject or the teacher?

**• study Skills and habits**

Are they studying? How and when? Where? Also, presenting suggestions to improve their studies.

• **Special exam skills**

Is the student an exam stress sufferer? How to deal with that? Do they students have the basic skills to prepare and take exams?

**• The need for an extra level of ability (teaching)**

To encourage students make the necessary arrangements to increase their abilities to continue their courses, realize this situation and provide additional assistance to them.

**• Dropping a Particular Course**

It is preferred to undergo the necessary processes of dropping a course before the deadline, in the following cases:

* When the student feels the academic burden.
* For a better performance in the remaining courses.
* To alleviate some of the physical and psychological pressures (such as pregnancy for female students and medical treatment.

These cases do not include the following:

* To delete a course because of the student's low degree in the first test of the course.
* The student dissatisfaction with the course or the teacher.
* To fail the course as a result of not making the required effort.

Therefore, the student is not recommended to omit a course unless it is expected that the omission would cause the student to fail.

• Non-academic problems that hinder students’ performance:

* **Guidance**

The advisor should help the student analyze his situation and guide him through the necessary steps to be followed to deal with his problems before they negatively affect his studies, and in some cases the student fails to settle and becomes immersed in the psychological, social and physical challenges, in such cases we must recommend the student the second level of counseling which is a specialist psychological, social and medical counseling.

* **encouragement**

In fact a few words of encouragement can do a lot to improve the student's level and address the problems that may lead to frustration or impede his academic performance.

* **job-related courses**

The consultant should share the student's thoughts about available career opportunities for college graduates in coordination with the relevant authorities, as well as encouraging outstanding students to complete their higher studies.

\* The academic guide duties in cases of social and psychological counseling

1. He continues to be the academic guide of the student.

2. To explain to the students that meeting a psycho-social counselor does not mean that he is mentally ill, and to reassure him about the privacy and confidentiality of the matter.

3. To provide the psycho-social counselor with brief overview on the status of the student.

4. Maintain the highest degree of confidentiality in the organization of counseling meetings.

**Beneficiaries from the Guidance Services**

**Students who benefit from the guidance services**

The students benefiting from the guidance services are male and female students who are enrolled in the college and come from different categories and school levels.

**How to get the guidance services**

1. To call the unit of academic guidance or go directly to the unit to ask for service.
2. To fill out some of the forms needed to open a special file for the male or female student before meeting the academic advisor.
3. To make an initial consulting interview with the academic advisor in the unit to specify the type of service that is appropriate to the male or female student.

**Procedures for providing the guidance services**

1. Every student has the right to benefit from all the services presented by the guidance unit.
2. All the students' files and information are treated in strict confidence and according to the case treated.

The student has the right to have access to all the procedures of the guidance service presented to him/her. It is expected that the student cooperates with the guidance unit by providing the appropriate information required for this service.

**Dear student**

Today, you start an advanced stage of study in which assessment follows procedures that are totally different from public education, in terms of the academic system and the relation between the student and the faculty staff. We want to explain in this paper the following points:

1. The cumulative average that the student gets in the first semester plays an essential, important and weighed role in the general cumulative assessment in his/her graduation. What the student gets will be constantly added to his/her cumulative average until his graduation.
2. The teaching system is also different. The teacher-rapporteur is not obliged to limit the information and output he introduces to the students from the chosen references. He is not restricted to a particular subject. Therefore, student's attendance is important and has an essential role in his/her excellence.
3. Attendance is also different from that in public education or school. The teacher-rapporteur has the right to give marks related to the student's attendance and participation. Student's absenteeism reduces the degrees he/she obtains. There is a system for attendance and absenteeism and if absenteeism exceeds the limit, the student can be deprived from attending the final exam.

Finally, the student should be aware of the mechanisms of attendance, absenteeism, warnings and apology for missing a semester or a particular subject. Other mechanisms are delay, interruption, transfer from one college to another and dropout. The student should also know about the cumulative average and how it is calculated, testing and evaluation system and other important details that will be treated in this article.

**Absenteeism and warnings**

Absenteeism is calculated from the first day of study. The student should attend regularly the lectures and the practical lessons. He/she can be deprived from continuing to attend a subject if the percentage of attending the lectures and practical lessons specific for each subject is less than 75%. If the student is deprived of attending the exam because of absenteeism, he fails in the subject. The student can get a warning if his/her cumulative average is less than (2.00). He/she can be dismissed from the college if he/she gets three consecutive warnings.

**Dismissal from the College**

The student is expelled from the college in the following cases:

1. If the student gets three warnings because his/her cumulative average is less than the minimum (2.00). A fourth chance is given to the student who can raise his/her cumulative average by scoring 48 points in 12 subjects. It is calculated and implemented automatically.
2. If the student does not fulfill the requirements for graduation within a half of the period prescribed for his/her graduation and the duration of the program. The college council can give an exceptional chance to the student to complete the graduation requirements but not exceed twice of the original period as it is outlined in the list of study, undergraduate tests and operational rules.

**Apology for interrupting his/her studies (Semester deletion)**

1. The student can apologize for interrupting his/her study during a semester. The student succeeds only if he/she submits an apology demand at least five weeks before the start of the final exams. The dean of the college responds within three days from presenting the apology via the electronic portal, but if he does not, the apology will be automatically executed according to the prescribed rules.
2. In extreme cases, the director of the college makes an exception of these periods and gives the student a score of (P) or (W). The semester is included in the period necessary for the student to complete the graduation requirements.
3. The apology for interrupting study cannot exceed two consecutive or three non-consecutive semesters.
4. The apology for interrupting study cannot exceed two non-consecutive years during the student's period of study. Only the rector can make the exception.

**Apology for not attending a course**

1. The student can apologize for not being able to attend a given course in one semester. He/she can apologize for four courses at maximum during the period of study in the college. The student is not considered as a failure in case he/she presents an acceptable excuse to the dean at least five weeks before the start of the final exams.
2. In extreme cases, the rector makes an exception by accepting the apology demands till the start of the final exams of the subjects of the general preparation. The student gets a score of (P) or (W) in the subject.

**Delay and dropout**

1. The student can submit a demand to postpone his/her study before the end of the first week of the school year. The delay should not exceed two consecutive semesters or three non-consecutive semesters during the student's period of study.
2. The college council can make the exception. The delay is not included in the period needed to finish the graduation requirements. The dean of the college should respond within three days from presenting the apology via the electronic portal, but if he does not, the apology will be automatically executed according to the prescribed rules.

**Shift**

**The shift from one specialization to another inside the college:**

After the approval of the dean of the college, the student can shift from one branch to another inside the college according to the rules set by the college council. The subjects previously studied are reported in the academic file which is transferred from one college to another. It includes the evaluation, the semester averages and cumulative averages during the student's study period at the college.

**The shift from one college to another in the university:**

1. After the approval of the deans of the two colleges concerned, the student can shift from one college to another according to the conditions set by the council of the college the student wants to move to.
2. The subjects previously studied are reported in the academic file which is transferred from one college to another. It includes the evaluation, the semester averages and the cumulative averages during the study at the college. For the students who are referred to rehabilitation programs in the college, the subjects they pass are made equal but are reported in the cumulative average.

**The shift from one university to another:**

The shift can occur after the approval of the dean of the university the student wants to move to and according to the following rules:

1. The student should have studied in a college that is recognized.
2. The student should not be dismissed from the college he previously studied in.
3. The student should conform to the conditions of shift set by the college council.
4. The student who shifts to AlMujama'a University should study a number of courses that is no less than (60%) of the total number of courses required to get the bachelor's degree from the university.
5. The college council makes equal the courses that the student studies outside the university according to the recommendation of the faculty staff who teach these courses. The courses which are made equal are reported in the academic file but are not calculated in the cumulative average.
6. If it appears, after the shift, that the student was dismissed because of disciplinary or educational reasons, the registration will be cancelled from the date of the shift.
7. The student can shift at any semester from one university to another according to the procedures and dates stated by the university he/she shifts to, and in light of the general rules of the shift.

**Guest Students**

A guest student is the one who has some courses in another college or in one of the college branches he/she belongs to. The courses are equal to the subjects he/she studied before according to the following rules:

1. The approval to be a guest student by the college he/she previously studied at.
2. The college should be recognized.
3. The course the student has should be similar in content to one of the subjects that are included in the graduation requirements.
4. If the guest student studies in one of the branches of the college he/she belongs to, the processing will be according to the article forty-seventh (Article forty-seventh: All the subjects previously studied by the student are reported in the academic file which is transferred from one college to the other. It includes the evaluation, the semester averages and the cumulative averages during the study at the college).
5. The University Council determines the maximum number of study units that can be calculated to the guest student from outside the college.
6. The student's average in the subjects that have its equivalent in the other college cannot be calculated in the cumulative average and the subjects are only reported in his/her academic file.
7. Any other conditions will be set by the college council.

**Bonuses**

1. Bonuses are granted for all regular undergraduate and post graduate Saudi students who do not work in any governmental unit, as well as those who benefit from foreign grants and students whose mothers are Saudis. These bonuses are deposited in the students’ accounts and they can get their ATM cards from the college. The amount of the bonus for students of literary departments including the College of Law is (850 SR).

2. Deposal of bonuses will proceed during the regular period that is to say the period of the accredited programs for graduation according to the study plan set by the University Council. This regular period starts from the semester when the student has been admitted to the university including excusal and transfer semesters; however deferral semesters are not included.

3. Summer bonuses are paid out only if the student is enlisted in the summer classes or has studied the second semester prior to the summer semester.

4. Bonuses are not paid for students who have withdrawn from or delayed the semester.

5. Bonuses are not paid out for student whose aggregate is less than 2 and has been warned.

6. Excellence bonuses are paid out for students who got As in two semesters along one year.

 7. (10 SR) will be deducted for the students’ fund every month.

8. The bonus is retrieved if it hasn’t been drawn by the student within 90 days of deposal

**Disability allowance**

The university offers the students with special needs disability allowances which fall within two categories:

Category I: it includes students with severe disabilities

Category II: it includes student with minor disabilities, and this category is determined by the Ministry of Labor and Social Affairs. Disability allowance demands are presented to the Student Affairs deanship.

**Withdrawal from the University**

Once the student has completed the evacuation procedures from the college, returned the university card and brought his identity papers to restore the original file, he can permanently withdraw from the college. After withdrawing from college, if the student wishes to return, acts of deferment will be applied upon him.

The withdrawal of a student from college necessitates the following:

The period during which the student has withdrawn from college will be considered as if the student were cut off from college.

Bonuses will not be deposited till the student gets enrolled in another course.

 The student has to evacuate the student’s hall, the library and any other university facility.

**The cumulative Aggregate and the Term Aggregate**

The term aggregate is the quotient of the total marks the student has got divided by the total of the accredited units of all the courses he has studied in any semester. Marks are calculated by multiplying the accredited unit by the course coefficient which the student has got in every subject he has studied.

The cumulative aggregate is the quotient of the total marks the student has got in all the subjects studied since joining the university by the total accredited units of those subjects.

**Tests and evaluations**

Upon the teacher’s recommendation, The Board of department that is in charge of teaching the course might permit the student to complete the requirements of any course in the next semester and the student will have the evaluative grade ‘incomplete’(l) or (IC) on his academic record. After one semester, if this grade has not been changed because the student has not yet fulfilled the course requirements then the student will have, instead, in his school record the evaluative grade ‘Failed’ (F) or (E) and it will be counted in his cumulative and semestrial aggregate.

The evaluative grades which the student can get in a course are determined as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Course Average | Evaluation symbol  | Evaluation  | Percentage  |
| 5.00 | +A | Excellent high  | 95-100 |
| 4.75 |  A  | Excellent  | 90 to less than 95 |
| 4.50 | +B | Very good high  | 85 to less than 90 |
| 4.00 |  B | Very good | 80 to less than 85 |
| 3.50 | +C | Good high |  to less than 8075 |
| 3.00 |  C | Good | 70 to less than 75  |
| 2.50 | +D | Acceptable high | 65 to less than 70  |
| 2.00 |  D | Acceptable | 60 to less than 65  |
| 1.00 |  E | Failed  | Less than 60 |

 Based on his cumulative aggregate, the student’s general evaluative grade at graduation could be:

Excellent: If the cumulative aggregate is no less than 4.50

Very good: If the cumulative aggregate is between 3.75 and 4.50

Good: If cumulative aggregate is between 2.75 and 3.75

Acceptable: If cumulative grade is between of 2.00 and 2.75

The first and second Honors degrees are given to the student under the following conditions.

1. The student should not have failed in any of the course he has studied in college or in any other college.

2. The student must have completed graduation requirements at a maximum of half of the prescribed period for graduation in addition to the program period

3. The student must have studied at the University of Al Majmaa’h for a period of no less than (60%) of the graduation requirements

If a student has fulfilled the previous conditions and achieved a cumulative aggregate between (4.75 and 5.00) he/she will be given the first honors degree, and if he/she achieved a cumulative aggregate between (4.25 and 5.00) he/she will be given the second honors degree.