



رؤية VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



Biology Program

Guidance and Counselling Services

<https://2u.pw/xZn1>



Table of Contents

No.	Title	Page No.
1.	Introduction	3
2.	Mission of Academic Advising	3
3.	Vision of Academic Advising	3
4.	Philosophy of Academic Advising	4
5.	Objectives of Academic Advising & Counseling	4
6.	Academic advising and Counseling Committee	5
7.	Academic Advising Skills	7
8.	The Students Roles in Counseling and Advising	8
9.	Tips for Effective Advising	9
10.	Academic Advisor's Procedures	9
11.	Student Counseling Service	10
12.	Aim of the Counseling Service	11
13.	The Academic Counseling Services	12
14.	Cheating and Plagiarism	14
15.	General Guidelines for Effective Academic Counseling	15
16.	Psychological tests offered	16
17.	Referring student to other agents	17
18.	The Most Common Counseling Visits	18
19.	Students frequently asked questions about Academic Advising	20
20.	Academic, professional, psychological and social counseling services	21
21.	Identifying outstanding, talented, and stumbled students	23
22.	Appendices	27

Introduction

Academic advising and counseling service is an assistant educational system, which faculty members introduce the students to the university and college systems and inform them by their roles, responsibilities, and rights. This service provides guidance and support for students to overcome any academic problems or personal difficulties that may hamper students' academic progress, as well as develop the students' capacities and potentials, which enhances their academic performance. Students are assigned to an academic advisor upon admission to the college throughout the study period. Academic advising and counseling unit members assess the student who has psychological, social, or personal problems and refer them to specialized faculty members to get the required support and guidance in full confidentiality.

Mission of Academic Advising

The mission of the academic advising & counseling unit is to assist students in identifying and achieving their educational goals. Academic counseling and advising not only develop a foundation for the college of science student achievement but also for university excellence.

Vision of Academic Advising

Academic Advising at the college of science aspires to be a national model for excellence and innovation in academic advising that sets standards of excellence on a collaboration with students to enrich their educational experience and empower them to develop meaningful educational, personal, and career goals.

Philosophy of Academic Advising

The philosophy of academic advising has educational, personal, social, and psychological dimensions. The academic advising reflects the continuing collaboration between the students and the advisors that develop through mutual trust, shared responsibilities, and commitment to help students in identifying, and realizing their personal and academic careers.

Objectives of Academic Advising & Counseling

Academic advising & counseling aims to:

- Support and assist students who have academic or personal concerns, which hinder their academic success.
- Increase students' understanding of their roles and responsibilities toward themselves and their society.
- Inform students about the necessary rules and regulations concerning the science program.
- Follow up on students' progress throughout their academic years.
- Refer students suffering from educational difficulties or psychological problems to suitable community services.
- Encourage students to take responsibility and to plan for their future.
- Help students in selecting courses to integrate the educational and personal goals with the objectives of the college.
- Contribute to shaping student personality that is based on the Islamic behavior and tendency to help and cooperate with others
- Improve the quality of management of Student Affairs consistent with the National Organization for Academic Evaluation and Accreditation

Academic advising and Counseling Committee

The Academic Advising and Counseling Committee formed at the beginning of the academic year. An academic advisor assigned to a group of students upon admission to the college and throughout the study period. The ratio between the advisor and the students is one-faculty member 16 to 20 students.

The roles of the Committee are to

- Become knowledgeable concerning college rules, policies, regulations, and procedures that affect the academic programs.
- Inform the academic advisors of their assigned students.
- Ensure those office hours of academic advisors announced and posted and that all students have access to their academic advisors at regular times throughout the academic year.
- Welcome new students at the beginning of the academic year and acquaint them with the college rule, policies, procedures, and a requirement that affect their educational achievement.
- Create harmonious relationships between newcomers' students and the educational environment to achieve social adjustment and healthy relationships with others.
- Follow up on students' progress throughout their academic years and encourage them to participate in different academic and nonacademic activities.
- Prepare and distribute informational advising materials to the students regarding registration procedures, graduation requirements, and study skills.
- Provide individual and/or group counseling and advising for students having

educational, social, or personal difficulties.

- Be knowledgeable of resources and facilities available to refer students for information, support, and advice (Deans' offices, Registrar's office, Counseling services, psychiatric hospital, financial resources, career resources, etc.

Roles and Responsibilities of the Academic Advisors

- Acquaint students with rules policies and regulations of the Science College and Jouf University, especially the newcomer students, and provide outreach programs about advising and counseling.
- Assist students in course selection and registration in collaboration with the Registrar's office.
- Provide accessible advising services to students by scheduling and maintaining regular office hours throughout the semester;
- Send invitations to students encouraging them to visit the counseling office to discuss and review their academic and non-academic problems.
- Identify and select meritorious and ideal students, continuously encouraging them and honoring them at the university level to maintain excellence
- Maintain confidentiality of students' information and academic records unless students request approval in writing.
- Provide encouragement and assistance for a student with academic difficulties. Assist them in managing their time, develop more effective study skills, and send recommendations to the responsible course coordinator.
- Provide a private space in which students feel free to discuss their thoughts, aspirations, concerns, and interests.
- Help students have better understanding skills, self “development and

enhance their self “confidence by identifying their strengths and weakness.

Academic Advising Skills

Academic advisors must be equipped with the following skills to ensure effective counseling and advising.

Group Counseling Skill

The academic advisor practices these skills to deal with a group of students who shared common needs, such as unawareness of the system, educational difficulties, or frequent absenteeism.

Organizing Skills

The academic advisor can arrange the work of advising and counseling in a way that ensures the best benefit of them.

Leadership Skills

The academic advisor can direct the students towards achieving their desired goals.

Listening Skills

The academic advisor can carefully listen to students’ opinions, ideas, suggestions, and problems.

Empathy skill

The ability of the academic advisor to share students’ feelings and reactions is a necessary skill, to show understanding to the students and to develop good relations with them. Hence, help the student to accept the guidance process.

Problem Solving & Decision Making Skills

The academic advisor needs this skill to identify the problems facing the student, so that the student acquires the abilities to identify problems, make judgments, and decisions to resolve the problems.

Planning and Time Management Skills

The academic advisor can set goals and transfer them to procedures that can be achieved; and the ability to organize the work and office hours to meet with the students.

The Students Roles in Counseling and Advising

- Identifies the office hours of the academic advisor.
- Keeps scheduled appointments with the academic advisor.
- Discusses important information that affects their academic performance with the advisor.
- Provides true and accurate information to the academic advisor.
- Follows through on advisor recommendations.
- Asks clarifications for the unclear items.
- Contacts the academic advisor for any academic or non-academic advice.

Tips for Effective Advising

- Shows sincere interest, understanding, empathy, and respect to the students and listens carefully to students.
- Establishes a warm, genuine, and open relationship with students.
- Maintains adequate office hours to adequately meet the advising needs of students.

Academic Advisor's Procedures

The academic advisor keeps an updated folder for each student including all documents and information, particularly the following:

- ✦ Student's schedule plan of the current semester
- ✦ List of the student's courses and grades.
- ✦ A precise report on each advising session with the student.
- ✦ Schedules for providing individual advising sessions for the students.
- ✦ A list for low academic achievement' students and develop a schedule for meeting them.

Student Counseling Service

- ✦ Counseling is a necessary tool, dealing with a wide range of concerns, which include personal, emotional problems, adjustment to college, family and relational conflicts, as well as academic concerns such as test anxiety, motivation difficulties and career decisions.
- ✦ In addition to academic advising services, Counseling services are also available in the College of science. Students can see a counselor about anything that is worrying them or hindering them from completing their personal and academic achievement

Aim of the Counseling Service

- Conduct both group and individual sessions where students meet a professional counselor for discussing any concerns in a comfortable, private and confident environment.
- Assist dealing with loneliness, stress, anxiety, frustrations, anger and depression associated with the College experience.
- Through the counselor, students can use some of the library materials such as CD and other materials that encompass assertive behaviors, time management, relaxation technique, and much more (see appendix).
- Provide services for the student who is in need to pass some psychological scales such as type of personality, assertiveness scale, anxiety scale, and others.
- Study skills guidance pamphlets are available to the students by visiting the Academic advising office.
- Offer a chance to the students to talk about concerns, which are worrying them and affecting their personal and academic life.
- Help the students to understand their problems better and find ways to deal with them.
- Assist the student in making necessary adjustments for improving academic skills, learning to better communicate, strengthening relationships, and solving problems that interfere with learning.
- Assist the student both with problem solving and helping regain their usual coping abilities and sense of control.

The Academic Counseling Services :

Student counseling is available for a variety of issues that include, but are not limited to, the following:

- Handling Stress and Anxiety
- Dealing with Procrastination
- Confusion about my academic major and/or career
- Feeling more self-confident
- Feeling depressed
- Fearing that I will be a failure
- Learning to express my opinions and feelings honestly and directly
- Knowing what to do to help a friend with a serious problem
- Family and relationship difficulties,
- Dealing with presentation anxiety,
- Crises management
- Stress management
- Handling test anxiety
- performance enhancement

Through counseling students, acquire more effective and efficient study skills that focus on the following topics:

- Time management
- Procrastination
- Stress management
- Test” taking strategies,

- Final exam preparation
- Fighting Test Anxiety textbook reading
- lecture note “taking
- Memory

Students at the College of science are engaged in preparation for professional activity. To assure the validity of the learning experience college of science establishes clear standards for students' work.

In any creative presentation, it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.

Cheating includes but is not necessarily limited to:

1. Plagiarism,

Plagiarism includes, but is not limited to failure to indicate the source with quotation marks or footnotes if a phrase, graphic, or an idea derived from the work of another person, in the work submitted by a student.

1. Submission of work that is not the student's own for papers,
2. Submission or use of falsified data.
3. Theft of or unauthorized access to an exam.
4. Use of unauthorized material including textbooks, notes, or computer programs in the preparation of an assignment or during an examination.
5. Supplying or communicating any-way unauthorized information to another student during an examination.
6. Each student, therefore, is responsible for understanding the policies of the college

General Guidelines for Effective Academic Counseling

- Establish a warm, genuine, and open relationship with the students.
- Listen attentively to the student without showing any form of criticism.
- Empathize with the student.
- Describe the behavior without worrying or attempting to diagnose.
- Do not argue with the student out of morals.
- Do not show surprise of the student's problem.
- Involve the student in solving problems and not provide ready-made solutions.
- Maintain good eye contact.
- Reinforce the speaker by nodding or paraphrasing.
- Do not interrupt. Give the student time to finish what she has to say.
- Clarify by asking questions.
- Move away from distractions.
- Help the students feel more control over their life.

Psychological tests offered

At counseling services, Psychological Test is a counseling process that can help students to achieve their goals. These goals may include finding a suitable major or career path, identifying their levels of motivation, or determining their learning style. Tests assist students to tolerate and face some problems such as subjection to stress, anxiety, or depression. The Psychological Tests used in counseling services are standardized tools that require interpretation by licensed, trained professionals.

The benefits of psychological testing include

- Increase-student's self "understanding
- Identification of personal strengths
- Identification of skills, which need to be learned
- Specific understanding of the dynamics of personality
- Identification of relevant mental health issues

Referring student to other agents

Aside from the problems that may suggest the need for student counseling, there are other guidelines, which may help the faculty member to define the limits of their involvement with a particular student's problem. It is not only important to hear what the student is saying, but also to be attentive to the non-verbal behaviors as well as the feelings underlying the message you received.

Circumstances that indicate the need for referring the student to other agents include the following:-

- When a student presents a problem or requests information, which is outside the counselor's range of knowledge.
- If a student is reluctant to discuss a problem with the counselor for some reason.
- If a student has physical symptoms as Headache, dizziness, stomach pains, it may be physical manifestations of psychological states.
- When a student attempts to commit suicide.
- When a student asks for a referral.
- When a student has severe, psychological or financial problems the counselor may refer the student to the psychiatric agent or students' affairs office of Jouf University.

The Most Common Counseling Visits

1. General

- Anxiety-related to their academic requirements such as exams anxiety and presentations anxiety
- General stress
- Depression
- Relationship difficulties
- Bereavements and parental separations
- Loneliness and homesickness
- Lack of self “confidence or low self-esteem
- Making difficult decisions
- Traumatic experiences include rape, assault, and abuse.
- Anger management
- Worries about appearance
- Coping with change
- Conflict with husband
- Difficulties with the study: not being able to concentrate; loss of motivation; fear of failure.

2. Academic Problems

- Dramatic drop in grade point average
- Deficient reading speed or comprehension (poor study habits)
(Incapacitating test anxiety
- Sudden changes in academic performance (i.e. lack of class attendance)
- Difficulty concentrating in class and /or exams.
- Request for the postponement or withdrawing from college. Persistent negative behavior in the class such as lying, stealing, cheating, pilgrims, or other deviant acts

3. Personal problems

- Noticeable decline in personal hygiene, appearance, or clothing.
- Marked seclusion and unwillingness to communicate
- Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts
- Lack of social skills or deteriorating of personal hygiene
- Inability to sleep or excessive sleeping
- Loss of appetite or excessive appetite
- Unexplained crying or outbursts of anger
- Acutely increased activity (i.e., ceaseless talking or extreme restlessness)
- Unusual irritability
- Thought disorder or feeling of persecution
- Irrational worrying or expressions of fear
- Death of a family member or a close friend
- Difficulties in marriage or family relationships
- Complain from any type of abuse

Students frequently asked questions about Academic Advising

What are the cases that I can seek advice and guidance?

The student can resort to counseling and academic guidance to discuss all personal, social, or psychological problems and topics, whether academic or non-academic

How can the academic advisor help me?

The academic advisor can help you through the following:

- Identify and define the problems that you are suffering.
- identify your patterns of thinking, your feelings, and behavior
- Teach you some new patterns of coping to help you to deal effectively with problems. Find a solution for your life problems.
- Identify your strengths and weaknesses and use the strengths in your personality in life

Academic, professional, psychological and social counseling services

Academic Counseling

- 1) Organizing an orientation meeting at the beginning of each semester of each year to introduce the student, the new curriculum, The College, its system, its nature and its departments. The expected Jobs for the department,
- 2) Organizing courses, training sessions, workshops and lectures to teach students some skills and to prepare the students of the college for Exams.
- 3) Helping students solve their psychological and social problems that directly affect Academic achievement.
- 4) Coordinating with the College Guidance Unit and perform assigned tasks
- 5) Early guidance for students to register their courses of next semester and to prevent conflicts and problems and avoid them in the last semester.
- 6) Address the problems of students who fail and guide them appropriately.
- 7) Activation of the E- Counseling.

Career Counseling

- 1) Helping students to discover their tendencies and abilities and to acquire the skills to search for a job that suits their qualifications and to make appropriate decisions for their future.
- 2) Preparing students to join the labor market by providing them with the required skills such as writing a proper resume - preparing for job interviews.
- 3) Creating programs and courses for students to help them start their own work and present their past experiences.
- 4) Directing students to how to develop their skills and ability during the university period to suit the labor market and the Kingdom's vision 2030.
- 5) Continuous communication with graduates who have been hired, follow-up evaluation of their job performance and benefit from their experiences.

Psychological Counseling

- 1) Help the student to recognize their abilities and benefit from it to solve their problems and make the right decisions.
- 2) Amendments some wrong behaviors into correct ones.

- 3) Applying psychological tests and clinical interviews for diagnosis and psychotherapy through psychological sessions and converting some cases that need psychiatric treatment.
- 4) Supporting the student to restore psychological balance due to the occurrence of social and cultural changes, scientific and technological advances and means of communication It has changed many values and trends.
- 5) Counseling and psychological support to control the fear, anxiety and frustration that dominates the student due to the transition from one stage to another, and then the transition from study to work.
- 6) Helping the student to understand him to be able to choose the appropriate career for them and their scientific and practical abilities so that the student succeeds in his work and achieves satisfaction and proper compatibility.
- 7) Contributing to solving problems resulting from family change, such as housing, marriage and family planning problems, in addition to solving work problems.

Social Counseling:

- 1) Follow-up of students who have failed to study due to social conditions.
- 2) Enable students to adapt and overcome social problems by providing social counseling services.
- 3) Study cases of students who are eligible for financial aid.
- 4) Enabling the student to build social relationships with colleagues and faculty members.
- 5) Enhancing the university student's role in community service.
- 6) Enhancing students with special needs at the university to achieve the principles of self-independence and social equality.
- 7) Promote the principles of religion and patriotism.

The mechanism for identifying outstanding, talented, and stumbled students

The mechanism for identifying outstanding students

They are students whose averages exceed 4.75 out of 5, and the Guidance Unit, gives them special care where they are counted every semester in cooperation with the students' academic advisors, meetings are held with them, they are honored, and they are included in the activities and committees of the college.

The mechanism for identifying gifted students:

Gifted students are outstanding students who have talent. Students are identified and identified by the Student Forum Committee for each semester, where they are accused of sending advertisements to students wishing to participate and highlight their talents.

Mechanism for identifying defaulting students

1-Definition of the defaulting student: The student is identified through the following procedures:

The general academic achievement level of the student:

The cumulative average is less than 2 (this means that the student receives an academic warning or warning).

2- The mechanism for identifying defaulting students:

Failing students are identified by course professors and academic advisors, and their attendance and academic achievement (follow-up on students' academic records) are monitored from the beginning of the semester until their problems are identified, followed up, and up-to-date.

3- Identify and know the problems faced by defaulting students:

✚ The problems faced by defaulting students are identified and known through the academic advisor, through individual and group counseling using the Academic Counseling Unit forms.

✚ Some students with special cases are transferred from defaulting students to the Academic Guidance Unit, which diagnoses their problems and finds solutions for them.

- ✦ The need to identify the reasons and factors that led to the academic delay, such as the lack of time management, the inability to memorize and recall, the students' poor quick-wittedness, the failure to solve assignments, poor home follow-up, the student's hatred of the subject, the presence of circumstances that prevent him from studying, or for reasons related to the professor of the course or curriculum and other reasons.

4- Identify areas of stumbling and identify ways and methods of care

The Follow-up Committee for Failing Students in the Academic Counseling Unit, through the academic advisors, studies the case of defaulting students, and determines the best ways to deal with them. The following procedures are used in dealing with them:

- ❖ Holding meetings between the academic advisor and the student to determine the cause of academic stumbling, and work to resolve these causes, whether academic, social or psychological.
- ❖ Contacting the student's guardian in some cases, informing him of the student's academic stumble and finding out its causes.
- ❖ If the stumbling is due to psychological and health conditions, the solution is to be done through the academic advisor, as well as the committee dealing with psychological and social conditions (specialists in psychology and psychological counseling in the Academic Counseling Unit).
- ❖ If the cause of the stumbling is due to the inability to absorb or academic achievement, the reasons for that are studied with the student, and those reasons are treated by taking appropriate corrective measures through rehabilitation courses.
- ❖ The courses that have a large percentage of students stumbling, such as English and mathematics, and communication with departments to provide additional lectures for these courses for defaulting students, are determined.

5- Suggesting and defining ways to solve problems and follow up on solving problems faced by stumbling students:

- ❖ Organizing a meeting with the students who stumbled academically, and holding meetings with the professors of the courses who were late to discuss the reasons for the delay, and guiding them to the best ways to improve their academic level, after the results of the semester work and the mid-term and quarterly exams.

- ❖ The academic advisor communicates with the Academic Guidance Committee by submitting a monthly report to the Academic Guidance Unit of these students using the academic advisor's identification and follow-up form for students who have failed academically.
- ❖ Corrective actions for defaulting students in case of inability to absorb or collect through:
 - i. The focus of the faculty member on the stumbling students in motivating them to participate and deliver during the lecture and to stimulate their study skills.
 - ii. Encouraging the student to visit the professor of the course during office hours to inquire about any issue that the students need further clarification.
 - iii. The academic advisor provides advice on how to organize the student's time outside the university and guides him to ways to study well according to an organized schedule.
 - iv. The academic advisor encourages students to participate in student activities at its various levels in the Deanship and the University, as participation is a key for students to adapt to university life and raise their academic level.
 - v. Instructing students, by the academic advisor and course professor, on how to use the university's electronic portal, digital library and e-learning system.

6- Evaluating the performance of defaulting students to determine the extent to which the objectives of the mechanisms have been achieved:

The performance of defaulting students is evaluated to determine the extent to which the objectives of the mechanisms have been achieved through the following procedures:

1. Through the improvement in the cumulative average and the semester average and a comparison between the cumulative average before and after.
2. by following up on the improvement in academic achievement in the subjects in which the student failed.

Models used:

The following templates were used:

3. An academic and student guidance form for a male/female student.
4. Individual indicative case form template.
5. Group counseling form.
6. Form (Student Assistance Form/Stumbling Student at the University).
7. Form of inventory and follow-up of the academic advisor for students who fail academically.
8. Form for inventory and follow-up of the academic advisor for talented and talented students.
9. Case Study Template

Appendices

- Student Profile Form
- Academic Advisor's Report
- Form of Guidance hours
- Academic and student guidance form
- Individual indicative status form
- Deletion and Addition Model
- Schedule of Advising Meetings
- Follow-up of students study plan
- Inventory of outstanding, moderate, and defaulter students
- Template for Reviewing Registered Tables by Students
- Number and percentage of students who passed the Stumbling
- Follow-up of the academic guide for students

Case Study Model

Name:

Date:

Student ID:

Department:

Level:

GPA:

Name of the Academic Guide:

Reasons to stumble from the point of view of the student: Please use additional paper to show the causes of stumble - if necessary.

What action you would like to take to resolve your problem:

Signature of student:

Signature of the Academic Guide:

Signature of the Coordinator of Academic Counseling in the Scientific Department:

Signature of the Academic Counseling Officer / Coordinator:

Signature of the Administrator/ Academic Counseling Coordinator (in College):

Recommendations and Procedures:

A detailed report on the advising services provided by the Academic advisor to his students by the end of each semester approved by the head of the department

Total number of students	Number and percentage of outstanding students	Number and percentage of defaulters	Re-enrollment	Classification of students by rate		
				The number and percentage of students increased their rate	The number and percentage of students dropped their rate	
Number of individual counseling sessions	Number of group counseling sessions	Number of case studies with academic advisor	Number of students with special needs	Number of preventive counseling sessions	Number of improvement extension meetings	Number of counseling sessions
Academic advisor	College	Degree	Academic specialization	Head/Department coordinator	Supervisor of Advising unit	

Dean of the College

Form of Guidance hours The academic year 14../14..H

College Name Unit Supervisor E-mail Mobile number

Timing of Guidance Hours					Number of Guided students	Department	Name of the Guide (Faculty member)	
Thursday	Wednesday	Tuesday	Monday	Sunday				
								٢
								١
								٢
								٣
								٤
								٥
								٦
								٧

Signature of Dean of the college

Form (1) Academic and student guidance form for a student

Personal data of the student:	
University ID:	Student Name:
Semester:	Department:
Number of hours passed:	University Year:
Number of hours remaining:	Number of hours recorded:
Quarterly rate () Cumulative rate ()	Number of warning (if any):
Other information:	Has he been previously academically dismissed:
The topic of the guiding meeting between the academic guide and the student:	
Register for courses()	
Deletion and addition for a course()	
Apologies for a course()	
Apologies for a semester()	
Re-enrolling()	
Postponing and dropping out of study()	
Review of study plan()	
Review the progress of the courses()	
Review and evaluate the attendance()	
Some of the Problems That Hinder Student Academic Progress:	
A Study Problem()	
A Social Problem()	
A Psychological Problem()	
A Family Problem()	
Other Problems()	
The recommendation of the academic and student guide.....	
Signature.....Date.....	The name of academic guide

Form (2) Individual indicative status form

(These forms are placed in the student's guidance file and the file is handed over to the supervisor of the academic and student guidance unit of the college before the examinations of the academic year)

The name of academic guide.....Faculty.....Department.....

e-mail.....University Year.....Semester.....Number of students of the guidance group.....

Academic number:	Student name:
Quarterly rate () Cumulative rate ()	Student specialization:
The day and date of the guiding meeting:	Level of study:
The theme of the guiding meeting	
The results of the guiding meeting:	
Student signature: E-mail of the student:	

Deletion and Addition Model

Student's Name:

University ID:

Specialization:

Number of units registered to the student in the current table:

Number of units registered to the student after the deletion and addition:

Addition			
Number and course code	Courses name	Section	Number of units
Deletion			
Number and course code	Courses name	Section	Number of units

Signature of student:

Signature of the academic advisor to the student that there is no conflict:

Signature of the Head / Supervisor of Department:

Signature of the Chairman of the Guidance Committee in the Department that there is no conflict:

Signature of the responsible of the guidance unit of college of science:

Schedule of Advising Meetings

Department:

Semester:

Academic Year:

Meeting No.	Day	Time	Date	Hijri Date
1				
2				
3				
4				
5				

Name of academic advisor:

Date:

Signature:

Follow-up of students who are not committed to the study plan

The academic year:

semester:

Nr.	Department	Student Name	University number	Unregistered Course	Communication tools	A student's statement of non-compliance	The action taken
1							
2							
3							
4							
5							
6							

Signature of the student's academic advisor:

The signing of the Chairman of the Guidance Section

Signature of the Guidance Unit Officer

Model (5): inventory of outstanding, moderate, and defaulter students
for each academic advisor

No.	Advisor Name	Department	A+	A	B+	B	C+	C	D+	D	F	New Students	Total
			4.75-5	4.5-4.74	4.25-4.49	3.75-4.24	3.5-3.74	3-3.49	2.5-2.99	2-2.49	Less 2		
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													

Academic advising unit

Faculty Dean

Template for Reviewing Registered Tables by Students who have failed

(Accumulative average of less than 2 and allowed to enroll up to 14 credit hours according to regulations)

Student Name: _____ University Number: _____					Notes of the academic advisor on the table registered by the student on the system: _____ _____				
Cumulative GPA: _____ Department: _____									
Level: _____ Semester: _____ Academic Year: _____									
Courses registered by the student on the academic system					Table proposed by the academic advisor				
Serial No.	Course Code	Course Name	Credit hours	Level	Serial No.	Course Code	Course Name	Credit hours	Level
1					1				
2					2				
3					3				
4					4				
5					5				
I am the student: _____ University number (_____) hereby declare that I will be committed to the registering courses proposed by my academic advisor as described in this template in the above-mentioned semester and that if I do not comply, I will be fully responsible for any decrease in GPA or time discrepancies between The courses that prohibit their registration and thus graduation delay.					Number of registered credits by the student on the academic system: _____ Number of units proposed to be registered by the academic advisor: _____				
Student Signature: _____					Name of Academic Advisor: _____ Signature: _____ Date: _____				

Notes: 1 - If there is a change on the student table registered on the system is filled out form and attached deletion and attached to the Unit of Student Affairs after signing.

**Number and percentage of students who passed the period of academic
Stumbling to the number of defaulters**

Academic advisor's name

Supervisor of the faculty academic guidance unit

Faculty Dean

Serial	Stumbling student's Name	Academic Number	First Semester rate ١٤٣٩/١٤٣٨	Second Semester rate ١٤٣٩/١٤٣٨
١				
٢				
٣				
٤				
Number of students who are stumbling		Number of students who have passed the stumbling stage		Ratio

.....

.....

.....

Sample (7) form for the inventory and follow-up of the academic guide for students who have failed to study the students of his guidance group

college	Academic advisor	Department	Number of students guided by the advisor	Number of students defaulting	The Names Students defaulters academically			Cumulative average	Specialty	Study level
					N	University number	Name			
Causes of stumbling										
Guidance methods used in the treatment of academic stumbling										
The cumulative average for students in the next semester	University number	Name of Students			Cumulative average		Signature of the student		Mobile number	

Name of advisor

Supervisor Guidance Unit

Dean of the College

