

Al-Baha University

Faculty of Pharmacy

Doctor of Pharmacy (Pharm.D) Program

Guidance and Counselling Services Manual

This manual was developed and Approved
by the Academic Advising Unit at the Faculty of Pharmacy

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Dear Students,

The University is keen on providing you with all required information on the applicable education system and study at faculties of the University by giving you a guidance manual that has all required data and information that support and enhance you. In addition, this guidance manual provides a detailed explanation of the mechanisms and regulations related to you as a student; also, you can get a lot of efficient benefits from your academic advisor. This guidance manual includes a part for academic guidance which provides definitions of the key university terms and their meanings, the concept of academic guidance, guidance programs, and tools, student tasks, academic guidance, faculties, and procedures of academic guidance.



1. Academic Advising Unit at the Faculty of Pharmacy

Objectives:

- Helping new students to integrate into the academic environment and to overcome the gap between high school and university environment
- Help in building students' personality and help them excel and succeed
- Guiding and advising students to achieve the highest rates of educational attainment
- Follow-up of the students' scientific progress in terms of implementing the study plan and providing advice.
- Follow up on the psychological and social status of students
- Encourage and help students to think about future career opportunities
- Extending a helping hand to students in facing the difficulties related to their studies and overcoming all the obstacles they encounter in their studies

Tasks of Academic Advising Unit:

- Forming an academic advising plan for the faculty and supervising its implementation.
- Forming a guide for the academic guidance unit in the faculty.
- Supervising orientation programs for new students to introduce the faculty's study and examination system.
- Providing training programs to prepare faculty staff members for academic advising system.
- Provide awareness among students of the importance of academic advising and the need to communicate with academic advisors.
- A survey of students' opinions about the Advising process in the faculty.
- Distribute students to academic advisors using the Banner screens for Academic Advising System.
- Considering students' academic problems raised by advisors and seeking to solve them.
- Identifying the gifted, creative, talented, and stumbling students and developing a program to take care of each category of them, including stimulus and support.
- Preparing reports on academic advising at the faculty.
- Prepare the student guidance and counseling plans and programs.



- Follow-up the implementation of student guidance and counseling plans and programs.
- Identify the gifted, creative, talented, and low-learning students, and develop programs to care for each group of them, including stimulation and support.
- Provide training programs to prepare the faculty members and students in student guidance and counseling.
- Measure the student satisfaction with the guidance and counseling services, make an improvement plan.
- Prepare the students to adapt to university life and learn about university life and provide them with the right information about the university's educational majors, policies, and procedures.
- Prepare an annual report on the student guidance and counseling, explaining the Unit's achievements and statistics obtained from the academic guidance units' reports in the faculties, and setting out percentage of the number of the outstanding students, and the low-learning students who have passed the low-learning phase, etc

2. Academic Guidance System

Concept of Guidance:

Guidance is one of the essential services that enhance cognitive, academic, psychological, and vocational growth. The academic guidance represents a vocational service that aims at the identification of issues that adversely affect the students' academic attainment abilities and their response to the university stage requirements. Also, the guidance increases the students' awareness of their liabilities and responsibilities and encourages students to exert more effort for handling academic and personal issues that prevent them from achieving their educational objectives. Also, the guidance seeks to enhance the students' abilities to help them to pick an appropriate specialty, and accordingly pick an appropriate career. To achieve this, the University System allocates an academic advisor for each student to provide her or him with knowledge, trends, and communication, leadership, and guidance skills.

Concept of Academic Guidance:

Academic guidance is one of the types of guidance; it constitutes guidance and follow-up conducted by the University Teaching Staff for handling students' issues, providing them with consulting and guidance, working on helping students with gradually and systematically moving



from the environment of general education to the environment of University Education stage within which students depend on themselves concerning making appropriate decisions, picking a specialty, and enhancing the behavioral and practical levels.

These objectives can be achieved by making students acquainted with University and the University Study System, and providing students with various academic skills that enhance their academic attainment and handle their scientific aspirations by providing various types of academic guidance, such as individual academic guidance and various consulting and guidance programs. In addition, the academic guidance helps students to identify their objectives and make appropriate decisions concerning their vocational and academic careers by making the best use of all available alternatives and capabilities.

The academic guidance constantly seeks to facilitate the administrative procedures with a view to delivering better services for students in record time according to the applicable quality criteria that are sought by the University as there is a growing increase in investment in businesses as well as for education and research.

Objectives of Academic Guidance:

The objectives of academic guidance can be summed up as follows:

- Providing students with the required support concerning their academic studies by supplying information and guidelines that contribute to the implementation of the adopted study plan and fulfilling the study plan objectives within the applicable time framework.
- Tracking the performance of students that have educational issues to enhance their educational level as well as reviewing and evaluating reports on students' academic performance.
- Providing students with assistance for overcoming any potential educational difficulties, especially concerning new freshman students.

Academic Guidance Programs:

Academic guidance programs are as follows:

- Early academic guidance programs for high school students for making them acquainted with university, faculty, and admission requirements.



- Guidance programs for making them acquainted with the applicable study system, University Tests, their rights and responsibilities, and services offered for them.
- Guidance programs for students with special needs to help them to be socially and psychologically integrated into faculty life to fulfill the highest levels of academic attainment according to their capabilities.
- Guidance programs for students that have educational issues to handle any emerging educational challenges and obstacles to help them to achieve the prospected educational objectives.
- Guidance programs for students that made outstanding academic achievements to encourage them to make more outstanding achievements.
- Guidance programs for students that are enrolled in scholarships for guiding them to get a high-quality education that is consistent with their scientific achievements and prospects.
- Guidance programs for all students to help them to enhance their scientific and academic attainments levels.

Academic Terminologies:

Dear students, we provide you with an overview of the most essential academic terms that you are required to be acquainted with during your study in faculty, which helps you with assimilating academic guidance procedures:

- **Academic Advisor:** it is represented by the teaching staff that is required to monitor, guide and follow up students during their study at faculty.
- **Academic Year:** it consists of three main semesters, and one summer semester if any.
- **Semester:** it is a period of not less than 11 weeks within which curricula are taught, not including the periods of registration and final tests.
- **Summer Semester:** it is a period of not more than eight weeks, not including the periods of registration and final tests, within which the period allocated for each curriculum is doubled.
- **Educational Level:** it indicates the educational stage, according to the adopted teaching plans.
- **Teaching Plans:** they are a set of obligatory, optional, and free academic curricula, which consist of a set of units of the graduation requirements which students are required to pass to



get the scientific degree in a specific major. The study plan is outlined to include eight semesters or more at the faculty stage.

- **Curriculum:** it consists of subjects that follow the adopted teaching plan for each major (program); every curriculum has an identification number, code, and name, detailed description of its items concerning content and level compared to other curricula, and a special file retained by the concerned section for works of follow-up, assessment, and enhancement. Some curricula may have previous asynchronous requirements.
- **Obligatory Curricula:** they constitute the requirements of the University, Faculties, and educational programs.
- **University Requirements:** they constitute specific obligatory curricula studied by all University students to get a bachelor's degree.
- **Faculty Requirements:** they constitute specific obligatory curricula studied by all Faculty Students.
- **Program requirements:** they constitute specific obligatory curricula for a specific number of adopted study units studied by all students that are enrolled in the program.
- **Optional Curricula:** a set of curricula of which students select ones that guarantee that they study the required number of adopted study units that are allocated to optional curricula according to the adopted educational program.
- **Free Curricula:** they constitute optional curricula that are available within the faculty, included within the recommended University Study Programs; the applicable number of adopted study units ranges from 4 to 6 adopted study units.
- **Field Training:** it constitutes the period that students spend in any authority in the labor market according to their specialties in compliance with the comprehensive training manual adopted by the University Council. The contact hours and adopted training units are set according to the program plan adopted by the University Council.
- **Study Unit:** it constitutes the weekly theoretical lecture of a period of not less than 50 minutes.
- **Study Overload:** it constitutes the total number of study units to which students are permitted to subscribe within a semester. The minimum and maximum rates of study overload are set according to the University Implementing Rules.



- **Minimum Rate of Study Overload:** it constitutes the least number of study units to which non-freshman students are required to subscribe within the education level provided that the number of adopted study units that are taught within a semester is not less than (12) study units, and the number of study units of the annual educational program is not less than (20) study units.
- **Maximum Rate of Study Load:** it constitutes the number of study units to which students are required to subscribe within the educational level provided that the total number of study units taught within the semester is not less than (20) study units for the semester, and (40) study units for the annual educational program.
- **Failure with Academic Subject:** it constitutes the students' failure to pass the subject exam due to low marks, punishment, or dropping out of the study at faculty.
- **Academic Alert:** it constitutes a notification sent to students because their accumulative rates are lower than the minimum rate which ranges from 1.00 to 4.00.
- **Grade:** it is the description of the percentage or alphabetical symbol of the final grades achieved by students for each curriculum.
- **Semester Rate:** it constitutes the result of the total grades the students achieved divided by the total number of units of all curricula studied in any semester; these marks are estimated by multiplying the total number of curriculum units by the grade achieved by students in each curriculum that they studied.
- **Accumulative Rate:** it is the result of total grades achieved by students for all curricula that they have studied since they entered faculty divided by the total number of units of all curricula.
- **General Grade:** It is a description of the level of educational attainment of students during faculty study.
- **Registered Hours:** they are all hours within which students passed at faculty study concerning their current or previous specialties.
- **Gained Hours:** they are all hours within which students passed at faculty study concerning their current specialties in which they are currently involved.
- **Academic Record:** it constitutes information and documents about a students' academic career, including the name of faculty at which students' study, specialty, academic status,



curricula with their symbols and numbers, number of study units, grades, semester rate, annual rate, accumulative rate, and general grades, in addition to the curricula from which students are exempted, such as transfer from a faculty to another, and academic alerts if any.

- **Apologizing for not Attending Study at faculty:** it indicates that students no longer pursue their study in the academic year or semester in which they are enrolled according to a reasonable excuse they submit; the apology period is included in the graduation requirements.
- **Drop Out of Study at faculty:** it constitutes the period within which students do not subscribe to any curricula within the academic year or semester without notifying the University of such a thing.
- **End of Enrollment:** it indicates ending the relationship between students and the University either through academic dismissal, disciplinary dismissal, annulment of subscription, or non-attendance.
- **Visiting Students:** they indicate students that study all curricula of another University or University branch; in such a case, the curricula that they have studied are deducted from the current ones.

3. Academic Guidance Procedures:

Students constitute the most essential part of the learning process. In the light of the lack of well-structured and targeted academic guidance, students bear the responsibility of being acquainted with the rules and guidelines of university study, tests, and educational programs as soon as they are approved as new freshman students. As there are individual differences among students, some students are well acquainted with all applicable University rules and regulations, and they seek to adapt to these rules and regulations. On the other hand. Many students are not familiar with these rules and regulations, which makes them subject to many academic issues, such as low rates, failure, dismissal, and any other issues towards which students bear the responsibility due to their unfamiliarity with University rules and regulations, and inefficiency of the adopted academic guidance program.



Types of Student Guidance and Counseling:

There are many types of student counseling, including:

- **Educational Counseling:** Helping the student understand himself and his abilities and potential to proceed well in his studies.
- **Psychological Counseling:** Helping the student solve problems that cause an internal conflict with himself or an external conflict with those around him, causing him to fall into crises affecting his psychological and social harmony.
- **Social Counseling:** Dealing with the student's social environment to help him achieve the desired social harmony.
- **Vocational Counseling:** Helping the student prepare for his vocational future.
- **Academic Counseling:** Helping the student succeed in the educational process by reconciling his academic and environmental needs with his conditions.

4. Student Guidance and Counseling Concept:

Academic counseling means the accurate follow-up and guidance by a faculty member at the university to students' problems, providing advice to the students, and acting to help the student to move from the general education phase to the university education phase in which the student depends on himself in making his decisions, determining his major and developing his scientific and behavioral level.

Those goals are achieved by informing the students of the university and its academic systems, providing the students with the various academic skills which increase their academic achievement, and discussing their academic aspirations, all through a variety of counseling services such as individual academic counseling and various counseling and advisory programs.

In addition, academic counseling helps the students in the process of making decisions related to their academic and vocational future by making use of all available possibilities and alternatives.

Academic counseling continuously facilitates the administrative procedures to provide the best and quality services to the student in a short time according to the quality standards which the university seeks to achieve in light of the increasing means of investment in educational and intellectual projects and scientific research.



Objectives of the Student Guidance and Counseling Programs:

The objectives of student guidance and counseling can be summarized in the following points:

- Provide the students with the necessary support during their academic career by providing the information and instructions which contribute to the flow of the study plan and completion of its requirements within the required time.
- Follow up the performance of low-learning students to help them improve their levels and follow up and evaluate the reports on the other students' academic progress.
- Help the students to overcome the academic difficulties which they face, especially the new students.

Student Guidance and Counseling Programs:

The Student Guidance and Counseling Programs are as follows:

- Early academic counseling programs for high school students to inform them of the university and its faculty, departments, and admission criteria.
- New student-oriented programs to educate them about the study system and university exams and inform them of their rights, duties, and the services provided to them, all to achieve the necessary adaptation to university studies.
- Counseling programs for the students with special needs to help them socially and psychologically integrate into university life and achieve the highest levels of academic achievement according to their abilities.
- Counseling programs for the low-learning students to help them overcome their obstacles to reach the desired success.
- Counseling programs for outstanding students to encourage them to continue to be outstanding.
- Counseling programs for scholarship students guide them to achieve a distinguished education in line with their scientific excellence and aspirations.
- Counseling programs for all students to help them develop their academic and scientific levels.



Faculties are committed to following the academic guidance methodology for monitoring students and providing them with academic guidance within different study stages at faculties till graduation. The academic advisor is set for each student since she or he entered faculty; the academic advisor provides students with academic consulting during the whole academic study at faculty. The head of the section may change academic advisors as appropriate provided that students are notified of such changes. Academic guidance procedures can be more efficient if there are awareness and understanding among all parties engaged in the implementation of academic guidance procedures; the role of each party is explained as follows:

5. Duties of the faculty staff members in student guidance

Duties of the Vice Dean for Academic Affairs:

- Plan, coordinate and supervise the implementation of and raise awareness about the guidance and counseling process at the faculty, coordinate and cooperate with the Student Guidance and Counseling Unit at the university.
- Act to publish the regulations, instructions, and rules regulating the study, exams, and all matters related to the academic services within the scientific departments.
- Inform the students of the faculty's goals, mission, educational programs, and scientific departments, the graduates' fields of work and the aspects of care and services provided by the faculty to its students, and inform and guide the students to select the proper majors which fit their abilities and potentials.
- Supervise the new student-oriented programs to introduce the faculty's study and exams system.
- Pay attention to the outstanding students and provide the matters that would enhance their abilities and support their creativity.
- Preside over meetings of the Academic Guidance Unit, periodically or according to the new reports, to discuss the periodic reports or exceptional reports presented by the academic mentors.



Duties of Under-Secretary of the Faculty for Academic Affairs:

- Planning, coordination, and supervision concerning the implementation of academic guidance procedures at the faculty, raising awareness of these procedures, and coordination and collaboration with the deanship of approval and registration and deanship of student affairs.
- Working on enhancing the competitiveness of the faculty among other faculties concerning academic guidance.
- Working on broadcasting programs, guidelines, and the implementing rules of study and tests, and all relevant academic services within all scientific sections.
- Making students acquainted with the faculty's objectives and mission, educational programs, scientific sections, graduate work fields, and the aspects of care and services provided by students, and guiding them to pick the appropriate specialties that adapt to their capabilities and skills.
- Supervising guidance programs developed for freshman students for identifying the applicable study system and faculty tests.
- Enhancing the outstanding students and providing them with what promotes their capabilities and enhances their creativity.
- Chairing the meetings of educational guidance periodically or according to any emerging reports for discussing the exceptional periodical reports submitted by academic advisors.

Duties of Academic Advisory Unit at the Faculty (supervisor of the academic advising):

The supervisor of the academic advising unit implements the duties of the academic advising unit as follows:

- Supervising academic advisors and monitoring the cases submitted to them.
- Taking in and welcoming new students on the first day of study at faculty, and making them acquainted with the Faculty System, University, and faculty environment.
- Raising students' awareness of identifying the nature of the academic guidance unit at the faculty, its importance, and how to get benefits from its services. This can be achieved through meetings, bulletins, and the faculty's website.



- Distributing the freshman students on the academic supervisors, broadcasting lists of students' names on the bulletins and faculty's website at the beginning of each year.
- Ensuring that students are fairly distributed on the Faculty Teaching Staff members according to specialty.
- Taking in cases sent by academic advisors for handling the issues of these cases and submitting them to the Under-Secretary of the Faculty for Academic Affairs or Dean as appropriate.
- Creating an academic guidance manual for the Faculty, and Faculty sections, and broadcasting the manual on the Faculty's website.
- Developing a report at each semester on the academic guidance procedures adopted by the faculty, a report on students' levels at including the required indicators, such as the total number of outstanding students, students that are committed to implementing the adapted study plan, students that have educational issues, special cases, etc.)

Duties of Head of department / department Coordinator

- Supervising the implementation of the academic guidance operation within the department.
- Supervising the role of the Academic Advisors in the academic guidance operation and monitoring their work performance by using various instruments, such as stopwatch, library, a statistical report developed by the advisor, which includes their academic rates and status).
- Distributing or redistributing students on the academic advisors in the department and developing reports to be submitted to the supervisor of the academic guidance unit.
- Developing periodical reports that include the works of academic guidance that are conducted within the department as well as reports on students' levels with the department to be submitted to the supervisor of the academic guidance unit.
- Investigating cases that are submitted by the Faculty Board to the academic guidance unit and developing reports to be submitted to the concerned authority.
- Handling students' academic issues submitted by academic advisors and seeking appropriate approaches for handling such issues in coordination with the Faculty Board.
- Handling academic complaints submitted by students, seeking appropriate solutions to these complaints, and submitting these solutions to the Faculty Board as appropriate.



- Handling complaints submitted by students concerning any curriculum at the department, seeking solutions to these complaints, and submitting these solutions to the Faculty Board.
- Raising awareness of the importance of academic guidance and communication with academic advisors by distributing booklets on students and using the bulletin for this purpose.
- Participating in handling students' psychological, financial, social, and vocational issues and developing reports on these issues, and submitting them to the Dean Assistant to be submitted to the deanship of students' affairs as appropriate.

Duties of the Academic Advisor

- Familiarity with the dates of registration, omission, and addition as announced by the deanship of approval and registration.
- Familiarity with the adopted Section Study Plan and student graduation requirements to ensure that the student schedule is in line with the adopted Section Study Plan.
- Communicating with students through the available academic guidance channels.
- Allocating specific periods for communicating with students to be included within the office hours concerning the academic advisors.
- Providing students with the required assistance in the case that there is difficulty with registration or contradiction among some academic subjects.
- Preparing and updating the academic advising files of all students that are supervised and monitored by the academic advisors according to the content and models adopted by the Academic Advising Unit.
- Organizing individual or group periodical meetings according to the objectives of these meetings; these meetings include the following:
 - Identifying students' academic performance within the previous semester.
 - Encouraging students to exert more effort and giving them credit and rewards if they made academic achievements concerning some curricula.
 - Handling difficulties if any and seeking appropriate solutions.



- Investigating appropriate alternatives that are available to students in the following semester (subscription to and omission of curricula, enhancing students' levels, applying for deducting some curricula, changing specialty, and so on).
- Precisely monitoring students' academic attainment in the curricula to which they subscribed, and communicating with the teaching staff members in case students' levels are low.
- In case students do not regularly attend study at faculty, or their academic attainment is low, academic advisors develop adaptive periodical meetings, discuss the issue of low academic attainment with these students to reach the appropriate solution to such an issue, and submit these solutions to the Academic Advising Unit.
- Submitting periodical reports on students' academic performance to the Academic Advising Unit (at the end of the Semester) according to the models outlined for this purpose.
- Developing reports on issues that require to be handled by the Academic Advising Unit, or Faculty Board.
- Identifying and counting the number of outstanding students, encouraging them, and submitting their names to the Faculty Board.
- Motivating students to make the best use of the available educational services provided by the University.
- Motivating students to participate in all activities developed by the University.

Attributes of the successful student advisor:

1- Personal Attributes:

- Good example
- Patience and self-control
- Positive good opinion on others
- Decency in relationships
- Good listening
- Respect for others
- Good communication
- Optimistic, cheerful, and attractive



- Tolerance and ability to keep secrets

2- Skill Attributes:

- Observe the individual differences
- Social intelligence
- Able to identify the individual cases
- Discover the students' psychological and social problems
- Able to positively suggest
- The skill of dealing with special cases
- Able to motivate the creative and talented students
- Participate with the students in their various activities

Duties of Students:

Students constitute an essential part of the academic advising operation; students' interaction with the academic advising promotes and accelerates academic achievements as students are responsible for defining their career objectives and prospects. Furthermore, students shall be responsible for following up on their academic achievements and seeking consulting and guidance from the academic advisors so that these students can fulfill their study plans. Students shall bear the entire responsibility for their academic achievements as the academic advisors constitute mechanisms that enable students to make more achievements.

To get the most efficient benefits from the academic advising meetings, students are required to be well-prepared before and after meeting the academic advisors. After that, the meeting requirements are implemented; **the role of students can be summed up as follows:**

- Identifying the academic advisors and authenticating relationships with them.
- Bearing the entire responsibility concerning the identification of academic and vocational objectives.
- Attending academic advising sessions regularly and preparing for these sessions according to the appropriate documents and models.
- Following up new programs and regulations concerning University Students.



- Being fully aware of the graduation requirements at the department, Faculty, or University according to the specialties picked by students.
- Seeking Academic Advisors for getting assistance concerning all academic requirements or urgent inquiries.
- Keeping copies of study plans, and conducting academic evaluation and recommendations by Academic Advisors.
- Identifying efficient educational resources on University Campus.
- Being fully aware of the academic calendar and the relevant dates of academic advising, registration, omission, additions, tests, and official holidays.
- Getting all the required samples and models of academic advising from the faculty's website.
- Complying with the rule of registration in accordance with the recommendations of Academic Advisors.

Academic advising Tools:

To achieve the objectives of academic advising, the academic advising shall be established on the following documents:

- Study and test regulations.
- Academic samples and models approved by the deanship of approval and registration.
- Study plans for the faculty's departments.
- Final and periodical records of students.
- Study schedules for students

6. Implementing Rules of Academic advising

Academic advising is conducted according to the following implementing rules:

- At the start of the first University semester, freshman students are distributed on Academic Advisors that constitute teaching staff members that work at the department.
- students that are enrolled in the faculty are distributed on academic advisors and motivated to promptly communicate with Academic Advisors to complete the Academic advising File of each student.



- The Academic Advisor prepares the Academic Advising File of each student, including forms of students' data and information, study plans, current study schedule, recent copies of Academic Records, A list of comparing and deducting curricula according to the curricula of the adopted specialty program that leads to the graduation of students.
- Each Academic Advisor investigates the case of each student by making the best use of samples and reports and guides students according to their capabilities and skills.
- Academic subjects that were passed by students shall be recorded for the current semester according to the adopted study plan after comparing and deducting curricula; a copy of a list of these academic subjects shall be submitted to the concerned Academic Advisors; thus, the Academic Advisors shall keep these copies in the students' academic files.
- At the end of each semester, Academic Advisors investigate the cases of students to develop the required Academic Advising Report that includes cases of students that are required to study additional curricula that were remaining from previous semesters.
- Academic Advisors develop recommended schedules for students according to their cases, taking into account the curricula that have specific graduation requirements. A copy of the recommended schedule shall be submitted.
- Within the period of registration, Academic Advisors monitor the registration of students, develop reports of any emerging academic issues, and submit this report to assist in outlining the model of handling registration issues according to the specified date on the academic calendar.
- A list of names of students that have academic issues shall be outlined to enable the concerned department to study cases of these students, handle their academic issues, and guide these students towards graduation.

Ensuring that students comply with the adopted study plan is one of the most essential graduation requirements according to the following rules and regulations:

- The Academic Advisors shall investigate the academic records of students according to the curricula registered for each semester and compare these academic records against the adopted study plan.



- Academic Advisors shall ensure the validity of the comparison between the academic records of students and the current comparison report using the banner system, and seek the academic files of students for providing these students with the required Academic Advising. The Head of the department shall be liable to get the comparison reports for all students enrolled in the department according to the applicable University System and liabilities; the Academic Advisors shall be acquainted with information and data of these reports.
- Students graduate after ensuring that they successfully fulfill the graduation requirements according to the adopted study plan provided that their grades are not less than the grade of Pass and that their accumulative rates are not less than 1 to 4. According to the recommendations of the concerned department, the Faculty Board is liable to identify the most appropriate curricula that can promote their accumulative rates in case students failed to achieve the prospected rate; this complies with Article 19 of Study and Test Regulations.
- A list of the names of graduates shall be submitted to the Department for recommending the graduation of students that meet the graduation requirements at the end of each semester. After that, these recommendations are submitted to the Faculty Board to be approved.

7. Information on Academic advising Concerning University Study System

Study and Test System

Dear Student/ as we are keen on avoiding any delay in the graduation of students, you are required to be acquainted with the following:

Study System:

- Study at faculty consists of eight or more academic levels.
- The period of an academic level is only one semester.
- Students can successfully move within curricula from an academic level to another according to the rules and regulations of moving from an academic level to another.
- Curricula are categorized into levels concerning each specialty; the number of units are specified for each level according to the adopted study plans.
- Students that passed all curriculum tests gradually move to the following levels starting from the lower levels according to the adopted study plans.



- Study at Health Faculties that has a curriculum plan is conducted according to the annual program established on the academic year; the academic year consists of two academic levels.
- Students that have academic issues are registered for curricula, ensuring that each class has the minimum study load provided that the following requirements are taken into consideration:
 - There shall be no contradiction within study schedules.
 - The previous curriculum requirements for curricula to which students are willing to subscribe shall be met.
- In case students failed to subscribe to the minimum study load of curricula due to reasons, such as discrepancy, failure to meet requirements, or failure to complete all the curricula of this level, they can pursue their study load of the following curricula (the following three academic levels only). In case students failed to complete all required study units, the study units that these students studied shall be sufficient; thus, these students can pursue their study load.

Study Load:

- The minimum study load on students is 12 study units.
- The maximum academic load for a student is 20 academic units, and the faculty dean may make an exception when necessary

Registration Rules and Regulations

Students are automatically registered at the study at faculty at the start of each semester, which applies to all University Students except new students. In case students wish to omit or add any curriculum, they are required to use the electronic gate within the period specified in the Academic Calendar.

Addition Rules and Regulations:

- There shall be no contradiction within study schedules.
- Curricula shall be included within the adopted study plans outlined for students.
- There shall be vacant places in the required Majors.



- All previous academic requirements shall be fulfilled.
- The maximum study load permitted for student registration shall not be exceeded according to the accumulative rates of students as shown in the aforementioned table.

Omission Rules and Regulations:

- The number of study hours shall not be less than the applicable study load permitted for registration.
- In case the curriculum that is required to be omitted constitutes one of the requirements of another curriculum, students shall omit both curricula together, not only one curriculum.

Attendance and Exclusion from Curriculum Study

The number of sessions that are allowed for students to ignore otherwise they are not permitted to attend exams is shown in the following table:

Number of Curriculum Hours within a Week (Number of Curriculum Units)	Number of Sessions Students are Allowed to Ignore
1	4
2	8
3	12
4	16
5	20

Rules and Regulation of Apologizing for not Studying Curricula:

- Students may apologize for not studying two curricula only automatically within a period of four weeks before the start of the implementation of final tests according to the University academic rules and regulations, provided that the study load shall not be less than (12 hours), including six curricula as a maximum within the study at faculty.
- Students may not apologize for not studying one curriculum twice as long as these students are enrolled in faculty.



Guidelines concerning Rules and Regulations

- Familiarity and compliance with the University Rules and Regulations; students shall be acquainted with the study and test regulations by logging on the page of the deanship of approval and registration on the University's website.
- The guidelines concerning dates of study and tests shall be followed by using the academic calendar announced on the page of the deanship of approval and registration, taking into account the follow up of the rules and regulations announced by the different departments of tests at many faculties.
- The student schedules of the freshman students are automatically registered; these schedules shall not be subject to any omission. Furthermore, the student schedules of non-freshman students shall be registered at each semester according to the time framework announced by the deanship. In case non-freshman students wish to edit, omit, or add to their current student schedules, they are required to seek the Faculty Registrar to implement the required procedures according to the dates specified in the adopted academic calendar.
- It is recommended that students make a copy of the study plans of the programs in which they are enrolled so that students can be more acquainted with the required curricula for each semester. This study plan includes the names and codes of curricula distributed on the academic levels.
- All students are required to identify the requirement for seeking previous curriculum requirements, including new and optional curricula at some academic levels. Thus, students are required to ensure that they subscribed to the appropriate curricula at the specified academic levels.
- In case regular students failed to attend the sessions of a whole semester without applying for a deferral of study or apologizing for non-attendance, they shall be deemed dismissed from the study as faculty due to non-attendance; thus, they are required to apply to reentry. In case students failed to attend final tests for reasons of force majeure, they are required to apply to conduct an alternative test within a period of a week before the start of the following semester. Handling apology applications submitted by students shall be conducted according to the decisions of the concerned authorities.



- Students may move from a faculty to another within the same University once during their study at faculty. Furthermore, they may switch from a specialty to another within the same University once, ensuring that the requirements and conditions of transfer and electronic applications are met according to the specified time framework and applicable rules and regulations developed by the deanship of approval and registration. Dear students, you should be acquainted that know that moving from a faculty to another may lead to a loss of time and effort and a delay in the study at faculty.
- Students may apply to defer study or apologize for non-attendance in case they failed to pursue their academic studies within the specified time in the Academic Calendar.
- Academic alerts shall be addressed to students in case their accumulative rates are less than the range from 1 to 4; accordingly, the monthly rewards given to these students shall be suspended. In case students are given three academic alerts, they shall be academically dismissed; however, the concerned authorities or boards may give these students another chance to increase their accumulative rates.
- All students shall pursue their academic procedures depending on themselves; other than that shall not be permitted.
- Students may conduct various academic procedures, such as transfer from a faculty to another, deferral of study, an apology for non-attendance, and so on, and following them by getting benefits from the automated and standardized service in the system of (My BU); to log on the electronic gate, copy the following link and paste it into the address tab of your browser:
- To be familiar with the applicable study programs and how accumulative rates are estimates, and to get the required consulting concerning their academic issues, students are required to seek the Academic Advising Office at the faculty in which these students are enrolled; furthermore, they may seek the deanship of approval and registration to get the required assistance.



Grades and Estimation of Rates:

- **Semester Rate:** it constitutes the result of the total marks the students achieved divided by the total number of units of all curricula studied in any semester; these marks are estimated by multiplying the curriculum unit by the grade achieved by students in each curriculum that they studied
- **Accumulative Rate:** it is the result of total grades achieved by students for all curricula that they have studied since they entered faculty divided by the total number of units of all curricula.

Grades achieved by students shall be estimated for each curriculum according to the estimation of grades out of (4) grades at Al Baha University as follows:

Percentage	Grades	Grade Symbol	Estimation of Grades (out of 4 grades)
95 - 100	Exceptional	A+	4.00
90 - 94	Excellent	A	3.75
85 - 89	Superior	B+	3.5
80 - 84	Very Good	B	3.0
75 - 79	Above Average	C+	2.5
70 - 74	Good	C	2.0
65 - 69	Pass High	D+	1.5
60 - 64	Pass	D	1.0
Less than 60	Fail	F	0.0

An Example of the Estimation of Semester Rate and Accumulative Rate

The First Semester:

Curriculum	Number of Units	Grade	Grade Symbol	Grade Rate	Marks
Curriculum (A)	2	85	B+	3.50	7.00
Curriculum (B)	3	70	C	2.00	6.00
Curriculum (C)	3	92	A	3.75	11.25
Curriculum (D)	4	80	B	3.00	12.00
Total	12				36.25

$$\text{Rate at the First Semester} = \frac{\text{Total Marks ((36.25))}}{\text{Number of Unit (12)}} = 3.02$$



Second Semester:

Curriculum	Number of Units	Grade	Grade Symbol	Grade Rate	Marks
Curriculum (E)	2	96	A+	4.00	8
Curriculum (F)	3	83	B	3.00	9
Curriculum (G)	4	71	C	2.00	8
Curriculum (H)	3	81	B	3.00	9
Total	12				34

Total number of Marks (34)

$$\text{Rate at the Second Semester} = \frac{\text{Total number of Marks (34)}}{\text{Total Number of Units (12)}} = 2.83$$

Total number of Marks (70.25)

$$\text{Accumulative Rate} = \frac{\text{Total number of Marks (70.25)}}{\text{Total Number of Units (24)}} = 2.92$$

The General Grade of the accumulative rate at the student graduation shall be as follows:

- (Excellent) in case the accumulative rate is not less the range from (3.5) to (4.00)
- (Very Good) in case the accumulative rate is within the range from (2.75) to less than (3.5).
- (Good) in case the accumulative rate is within the range from (1.75) to less than (2.75).
- (Pass) in case the accumulative rate is within the range from (1.00) to less than (1.75).

Getting Grade Honors

To get the first-class and second-class grade honors, the following requirements shall be met:

- Students shall not fail any curriculum exams concerning curricula at the same University or in any other University.
- Students shall not exceed the average period that ranges from the minimum rate to the maximum rate of study at faculty to fulfill the graduation requirements.



- Students are required to attend not less than (60%) of the study at faculty according to the graduation requirements.
- First class grade honors are granted to graduate students whose accumulative rates range from (3.75) to (4.00) while the second-class grade honors are granted to students whose accumulative rates range from (3.25) to less than (2.75)

Academic Alerts

Definition of Academic Alert:

It indicates that the accumulative rates of students are lower than the minimum rate prescribed in the regulations (1.00) to (4.00). Thus, accumulative rates that are lower than (1.00) constitute academic alerts.

Effects of Academic Alerts:

In case students are given academic alerts, they are subject to the following:

- Suspension of rewards after the first academic alert unless their rates go up to reach (1.00).
- Academic dismissal from the study at faculty after the third academic alert.
- Suspension of transfer from a Major to another after the third academic alert.
- Students shall not be granted first-class grade honors after the first academic alert.

Duration of Study:

It constitutes the regular period required for graduation of students, which consists of eight semesters, and extra four semesters; thus, the total number shall be 12 semesters; after that period, students are subject to dismissal from the study at faculty because they failed to fulfill the regular period required for fulfilling the graduation requirements.

Exceptional Chance:

It represents enabling the academically suspended students – that are liable to get the exceptional chance according to the study regulation – to reenter academic study at faculty for either increasing their accumulative rates to reach (1.00) or fulfilling graduation requirements.



Chances are as follows:

- Students that are academically suspended due to being given three academic alerts shall be given a fourth chance that constitutes one semester that consists of eight study hours at least to increase their accumulative rates to reach (1.00) in case such increase is for the benefit of these students.
- In case students are given fourth may be given fifth and sixth chances to increase their accumulative rates upon the approval of the University Board in case such chances are for the benefit of students.
- Students that are academically dismissed from the study at faculty have a chance which constitutes 4 additional semesters to full the 12 semesters according to the graduation requirements.
- If students attended 16 semesters and failed to graduate from faculty, they may be given an exceptional chance that consists of two additional semesters upon the approval of the University Board in case such a chance is for the benefit of these students.

Negative points of lack of counseling and advising programs:

The student is the center of the educational process; in the case of a lack of organized and directed academic counseling, the student will be responsible for knowing the study and examination rules and systems at the university level upon admission. Due to the individual differences among the students, there are those who are familiar with and act to adapt to all those systems and regulations. On the other hand, there are those who search for much information about these systems and regulations, causing them to fall into many academic problems such as low grades, failure, dismissal, and other problems for which the student will be responsible due to his unfamiliarity with the regulations and ineffectiveness of the academic counseling system.

Approved guidance and counseling tools

For the counseling to achieve the desired goal, the Committee suggests relying on the following documents in the counseling:

- Unified forms of the Counseling and Guidance Unit.



- Study and examination regulations.
- Forms of academic movements approved by the Deanship of Admission and Registration.
- Study plans for the faculty departments.
- Student periodic and last academic record.
- Student's academic schedule.

The mechanism for distributing the students to the mentors

The student's academic mentor is determined as of the time in which the student is admitted to the university and his mentor continues with him until his graduation. Whenever necessary, the mentor is changed by the Department Head together with informing the students of such change. In the case of an imbalance in the numbers of the academic mentors between the male and female sections, the distribution thereof will be made under the supervision of the Vice Dean for Academic Affairs. Also, we suggest training the non-Arabic speaking faculty members on using the academic counseling process to perform their duties - especially in the English-taught faculties.

Electronic bulletins to the student's e-mail

Periodic bulletins can be sent to the student's university e-mail to help spread the culture of academic counseling and announce any events or courses that may be offered in the field of academic counseling.

Academic Counseling Evaluation Methods

By benchmarking for some local universities, the Committee suggests relying on the following performance indicators to evaluate the effectiveness of academic counseling at the university:

- Students' evaluation of the academic, professional, and psychological counseling in the final year on a five-point scale.
- The ratio of students to academic mentors.
- The number of the beneficiaries of counseling services at the level of the program, faculty, and university.
- The number of developmental and preventive programs offered during a year.



- The number of university low-learning students who have received counseling programs.
- The number of outstanding and talented students who received development programs.

8. Mechanism for identifying the gifted, creative, talented, and low-learning students & Care programs for stimulation and support for each group of them

First: Gifted and Creative Students:

Identifying phase:

The gifted, creative, and talented students are identified by the faculties' guidance and counseling units in cooperation with the academic departments, and there is a mechanism to identify them as follows:

- Communication with the Education Department of the Region to identify the students who passed the talent assessment test at the secondary school and were classified as gifted students. These statistics are firstly obtained and then communication is made with the Deanship of Admission and Registration to identify the faculty in which the students have enrolled to offer the proper programs to them.
- All students are followed up through the department's student mentor to identify the talented and creative students through their distinguished work and interactions or some aspects of excellence in their personalities, and then make a statistic of them in preparation for providing the proper programs for them.
- In addition, it is possible to rely on their distinguished participation in the artistic or sports competitions to identify the talented and creative people, and those talented students are identified.

Second: Outstanding Students:

- As for the outstanding students, they are identified and determined through their academic averages as follows:
- The first-class honors degree is awarded to the student who obtains a cumulative average of (4.25) to (5.00) out of (5.00) or (4.00) to (4.00) out of (4.00) upon graduation.



- The second-class honors degree is awarded to the student who obtains a cumulative average of (4.25) to less than (4.75) out of (5.00) or (3.25) to less than (3.75) out of (4.00) upon graduation.

To obtain a first- or second-class honors degree, the following are required:

- The student should not have failed in any course which he studied at the university or at another university.
- The student should have completed the graduation requirements within a maximum period ranging between the minimum and maximum period for his study in his faculty.
- The student should have studied - at the university from which he will graduate - at least (60%) of the graduation requirements.

Lists of the outstanding students are prepared by the departments' student mentor and handed over to the Academic advisory Unit at the end of each semester to provide them with the proper programs.

Phase of motivation and support for the talented, creative, and outstanding students:

Several programs are implemented as follows:

- The talented and creative students are stimulated to participate in activities related to the special talents, such as artistic, sports and literary talents, scientific research activities, and student clubs, whether these activities are done centrally at the university level or within the faculty through the student activities units and clubs.
- Participation in community service activities.
- Participation in various competitions.
- As for the outstanding students, they are given a reward for excellence, and they are also honored by various bodies in the community through the university's nomination for them.
- The talented, creative, and outstanding students shall have priority in representing the university in the public forums and in all activities performed within the university and faculties.



- The talented, creative, and outstanding students are motivated by including their names on the faculty honor boards.

Third: Low-Learning Students:

Definition of the low-learning student:

- Students who obtained a cumulative average of less than (2.00) out of (5.00) or (1.00) out of (4.00), his case is followed up, a notice is given to him when his average does not increase, three notices are given to him before dismissal and the University Council may, based on the Faculty Council's recommendation, to give the fourth opportunity to the student who can increase his cumulative average by studying the available courses.
- Or, student who is late in passing his required study plan according to the student's academic level.
- The student may be considered as a low-learning student if he does not regularly attend the lectures and exposes to repeated deprivation or repeated withdrawal from the courses.
- Students who obtain an average of less than (60) in most of his established courses.
- Each course professor is required to prepare a list of the low-learning students in his courses according to each course and to classify them according to the departments, and then communicate with the student mentor in his department to discuss the reasons for his low learning and the mechanism for follow-up and provision of the necessary support.
- The student-mentor is requested to prepare a list of the low-learning students to follow up their condition, study the reasons for their low learning and propose a plan for treatment and follow-up.

Procedures for following up the low-learning student:

- The student-mentor is requested to follow up on the reasons for the student's low learning, such as irregular attendance at lectures, non-compliance in delivering the assignments, or any problems related to the difficulty of the course, or any psychological or family problems of the student.



- As of the beginning of the semester, the student-mentor follows up the student's attendance at lectures and his commitment to handing over the assignments, and assist in solving any problems which the student may face at the beginning of the problem.
- The student-mentor may request the course professors to submit a monthly report on the low-learning students for follow-up.
- Organizing a meeting with the low-learning students and holding meetings with the professors of the subjects in which the students are of low learning to discuss the reasons for low learning and guide them to the best ways to improve their academic level, after the monthly and quarterly results.
- Training the student to organize his time outside the university and guiding him to the good study methods according to a schedule organized in coordination with his guardian, if possible.
- Serving bulletins to the course professors on how to observe and take care of the individual differences among the students and their importance in identifying the low-learning students and their handling of the students' problems. Bullets can be made on the good teaching and use of certain means and methods of caring for students at the academic and behavioral levels. These educational matters can be discussed through the faculty meetings.
- Providing individual care services to them, opening a case study for those who need close follow-up, and use of the Academic Advising Unit to diagnose the psychological causes of low learning.
- Encouraging the low-learning student to visit the course professor during office hours to inquire about any issue not explained to the student during the lecture. Making files for the low-learning students to individually follow up the case of each student.



References:

- ❖ BU Student Guidance and Counseling Unit Manual

<https://bu.edu.sa/documents/20127/0/Ref.+4.4.2.12+++281%29.pdf/94edd20e-5aaa-7da0-71ef-324a3c6ea676?t=1599755746809>

- ❖ Mechanism for identifying gifted, creative, outstanding and struggling students and motivational care programs

<https://bu.edu.sa/documents/20127/0/%D8%A2%D9%84%D9%8A%D8%A9+%D8%A7%D9%84%D8%AA%D8%B9%D8%B1%D9%81+%D8%B9%D9%84%D9%89+%D8%A7%D9%84%D8%B7%D9%84%D8%A7%D8%A8+%D8%A7%D9%84%D9%85%D9%88%D9%87%D9%88%D8%A8%D9%8A%D9%86+%D9%88%D8%A7%D9%84%D9%85%D8%A8%D8%AF%D8%B9%D9%8A%D9%86+%281%29.pdf/f5689564-7814-eef4-5d1b-0bdcdb1f4c03?t=1599755777281>



Annual plan form for the Student Guidance and Counseling Unit

Faculty of (.....)

Academic year (.....)

#	Program	Objectives	Implementation Method	Implementation Place
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Approved:

Head of the Academic Advisory Unit:

Signature:

Date:



Behavioral, Social and Academic Counseling Form

Student's personal data	Student's academic data
Student's name:	University No.: University enrollment year:
Mobile No.:	Faculty: Major:
E-mail:	
Guardian's mobile No.:	Hours passed: Hours left:
Emergency Phone No.:	Cumulative average: Academic Status:
Student's address:	
Does the student have special needs? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what type of disability?	

Penalties imposed on the student inside the university, if any (mention the reason for these penalties):
Actions are taken by the mentor to prevent the student from being exposed to such penalties:
Student's behavioral or social problems hindering his academic performance, if any:
Solutions proposed by the Mentor to deal with the behavioral or social problems:
Student's academic problems, if any:
Solutions implemented by the mentor to deal with the academic problems:



Student's name:	Advisor's name:	Advising Unit Head's name:
Signature:	Signature:	Signature:
Date:	Date:	Date:



Low-Learning (struggling) Student Form

Student's personal data	Student's academic data
Student's name:	University No.: University enrollment year:
Mobile No.: E-mail:	Faculty: Major:
Guardian's mobile No.:	Hours passed: Hours left:
Emergency Phone No.:	Cumulative average: Academic Status:
Student's address:	
Does the student have special needs? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what type of disability?	

Reasons for study	
Actions are taken by the advisor to assist the student	
Advisor's recommendations	

Student's name:	Advisor's name:	Advising Unit Head's name:
Signature:	Signature:	Signature:
Date:	Date:	Date:



Course title	Academic level	Academic semester
Course professor	University year	Academic department in which the student enrolled



Form for identifying the low-learning (struggling) students by the faculty members

No.	Student name	University No.	Attendance ratio	Achievement level	Notes

Course Professor's signature:

Date:



Form for identifying and following up the low-learning students by the Academic Advisor

#	Advisor's name		Number of guided students			Academic year & Semester		
	Student's name	University No.	Cumulative average	Semester average	Absence rate for current semester courses	Notices number	Low-learning reasons	Proposed actions

Academic Advisor's signature:

Date:



**Form for identifying and following up the gifted, creative, and outstanding students by
the Academic Advisor**

#	Advisor's name		Number of guided students			Academic year & Semester		
	Student's name	University No.	Cumulative average	Semester average	Outstanding participations	Talent type	Talent assessment test	Proposed activities

Academic Advisor's signature:

Date:

