



College of Medical Rehabilitation

Academic Advising Guide



Academic Advising Unit

2021-2022

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Introduction

Academic advising and counseling is an assistant educational service established at Qassim University and operates at the level of the College of Medical Rehabilitation. This service aims at helping students in exploring learning opportunities inside and outside of the classroom, while successfully negotiating the academic rigors of the College environment. In addition, academic advising assists students in formulating and implementing an educational plan that is consistent with their values, abilities, career and life goals, and prepares them for leadership in service to humanity.

The academic advising system imposes duties on both sides of the educational process; the educational institution and the students. These duties are reflected in the overall administrative, technical, and academic systems and regulations that govern the activity of the educational process and its outcomes. Academic advising is unique in its vital role of conveying the general image of University life and illustrating the different dimensions of this image to students.

In accordance with this approach, our concern about students as a key component in the educational process – in the presence of a democratic administrative approach in dealing with various aspects of the components of the educational process - makes us always work to guide, follow up students, evaluate their achievements, and help them to identify the obstacles that face them and limit their progress. This would be achieved through a specialized Academic Advising Unit that undertakes the tasks of providing academic guidance services with high efficiency and effectiveness, aiming to achieve the psychological and social balance for students who are regarded as the most important component of the educational process.

The success of the educational process, being dependent on the extent of motivation, response and interaction of students, emphasizes the significance of providing all the basic requirements that would encourage students to be creative and innovative within the University educational environment. It is of no doubt that the progress of any nation or institution, certainly depends on the availability of psychological and social security capabilities for its members. These capabilities are reinforced by the actual engagement of University students in the educational process, and their interest to study the desired specialty. This sense of psychological security is reinforced by students' understanding of the College regulations, and their awareness about the study plan, requirements of success, calculations of cumulative rates, procedures for registration, deletion and addition, as well as easy communication with the guidance channels, to ensure their social existence as active members of the University environment.

Chapter 1

Concepts of Academic Advising



Vision of Academic Advising

The vision of Academic Advising is to enrich the educational experience at the College of Medical Rehabilitation by fostering successful academic, personal and career development for our students. Academic Advising aspires towards achieving the requirements of high quality in the educational process and creating the best academic counseling experience for each student, by providing all the required support to the learning efforts of our students. Academic advising not only develops a foundation for student achievement at the College of Medical Rehabilitation, but also achieves academic excellence at the level of Qassim University.

Mission of Academic Advising

The Mission of the Academic Advising and Counseling service is to promote students to maximize their academic success by empowering them to take responsibility for:

- Exploring a broad array of academic interests and opportunities.
- Becoming responsible and reflective learners throughout their study plan, and beyond.
- Addressing academic challenges.
- Identifying and achieving their educational goals; consistent with academic, personal, and professional career goals.

Philosophy of Academic Advising

Academic advising is a crucial part of the learning process at the College of Medical Rehabilitation; being regarded as a partnership between students and advisors. The key tenet for an effective system of advising is *shared responsibility*. Although students are personally responsible for planning their academic program to meet all graduation requirements, nevertheless, students need the mentoring and guide of academic advisors, who in turn, help students make informed decisions and effective academic choices compatible with their life goals. An effective system of advising ensures that the advising needs of all students are addressed.

Concept of Academic Advising

Academic advising represents an essential and central pillar of the educational system, as it is regarded as an objective response to confront the social, economic and human variables within the system core and its educational philosophy. Academic advising is responsive to the needs of the learners to communicate with University education; representing a national development necessary to achieve the requirements of humanity in creativity and excellence.

Academic advising is represented by the two axes of the mentoring process: the educational institution and the students. This role is reinforced by the academic advisor who acts through the Academic Advising Unit during the academic year to assist students in clarification of their academic / professional career goals, and the ultimate development of educational plans for the realization of these goals, making the best use of all available capabilities and alternatives. Thus, academic advising is an ongoing, multifaceted, decision-making process by which students realize their maximum educational potential through communication and information exchanges with their advisors.

The academic advising process is complemented by the awareness and understanding of all parties in the mentoring process, with the aim of guiding students in selecting the most appropriate methods to adapt to University environment and ultimately achieve the desired success. This goal is achieved via providing students with various academic skills that improve their level of educational attainment, discussing their scientific aspirations, as well as orienting students about University regulations and laws. This would be implemented through various guidance and advisory services, in the form of individual academic guidance, mentoring programs and various consultations.

Academic advising functions continuously to simplify and facilitate the administrative procedures, with the aim of providing students with the best services, in record time, and in accordance with the comprehensive quality standards sought by the College. This goes in concurrence with increasing investment in educational and intellectual projects and scientific research.

Axes of Academic Advising

Axes of Academic Advising are represented by: -

1. The Student:-

The student is considered an axis of the academic process. In case of absence of well-structured and targeted academic guidance, students bear responsibility to become familiar with University regulations upon admission. As a result of the individual variations between students, some would be able to get oriented and adapt with such regulations, while on the other hand, others would be unaware of many of these regulations, with the possible consequences of facing many academic obstacles in the form of low rate, failure, dismissal and other problems that students bear responsibility for due to ignorance about the systems, or might as well, ineffectiveness of the academic advising system.

2. The Educational Institution, which is represented by:-

* **College:** The College is the body of authority that issues study plans. The College also appoints the academic advisors after listing the number of admitted students and Faculty members in the College.

* **Academic Advising Unit:** Academic advisors (Faculty members and their assistants) help students take the right decisions that would direct them successfully and effectively, throughout their academic pathway.

* **Vice dean of Educational Affairs:** Concerned with registering students' courses that meet the program requirements.

* **Deanship of Admission and Registration:** Concerned with updating systems and regulations of academic advising.

Principles of Academic Advising

Academic Advising Principles enable the counselor to adapt academic advising practice so that it consistently supports students in ways that are appropriate to their course context.

Academic Advising is based on the Following Principles:-

- **Equity:** All students have access to high quality academic advice services.
- **Structured framework:** Academic advising is represented by a structured unit framework, with a systematic approach to continuous assessment and improvement.
- **Competency:** Ongoing professional development for staff offering academic advice to ensure that they are current in advising skills.
- **Coherence:** Professional services and academic staff work together to ensure a holistic experience of academic student support.
- **Consistent:** Students have opportunity to develop a personal, consistent relationship with their advisors, all throughout their learning experience.
- **Proactive monitoring of student progression:** Academic advisors provide guidance to help their students achieve the desired goals.
- **Clear, accessible, up-to-date:** All students receive clear, accessible, up-to-date information regarding their inquiries at regular scheduled dates.
- **Confidentiality:** Academic advice is based on respect for individual student's confidentiality at all aspects.
- **Trust and respect:** Academic advisors and students strive to develop an effective working relationship based on mutual trust and respect.

These principles establish an adaptable and consistent approach that appropriately matches the specific needs of all students.

Chapter 2

Academic Advising

Unit at CMRH



Academic Advising and Student Support Unit at the College of Medical Rehabilitation

Structure of the Academic Advising and Student Support Committee

- Head
- Supervisor
- Staff members (Advisors)
- Secretary

Policy and Procedure Adopted by the Academic Advising Unit

Policy: Staff members of the College of Medical Rehabilitation provide academic advising and counseling for all students in the DPT Program regarding academic, personal and professional development. Advising service is provided under appropriate confidential regulations.

Procedure: Upon admission to the DPT Program at the College of Medical Rehabilitation, each student will be assigned an academic advisor who provides academic assistance and individualized attention to promote each student's success. Having a hand for help gives students a strong foundation for persevering and overcoming all the anticipated challenges.

Roles and Responsibilities of the Academic Advising Unit

- Developing a plan for academic advising at the department.
- Supervising the execution of the academic advising plan.
- Welcoming new students on the first day of the academic year, preparing students to adapt to University environment and acquainting them with the College requirements, rules, policies and procedures that affect their educational achievement.
- Informing students about the vision, mission, and objectives of the educational program of the department.

- Raising awareness among students about the importance of academic advising and how students would benefit from communicating with their advisors; highlighting the aspects of care and services offered by the unit.
- Confirming distribution of all students to academic advisors at the beginning of the academic year.
- General supervision of the academic advisors; ensuring that they identify their assigned students, by logging into their academic page through the e-register system.
- Ensuring that the office hours and academic advising hours of the academic advisors are announced and posted on the Blackboard learning system, which would facilitate students' having access to their academic advisors at regular schedules throughout the academic year.
- Considering students' academic problems referred to the unit by the advisors, and seeking to resolve these issues through appropriate solutions, or otherwise submit to the Vice Dean for Academic Affairs or to the College Dean, if necessary.
- Providing counseling and advising to identify students' psychological, financial, social and health problems and refer these cases to the Leading and Counseling Unit in the College.
- Evaluating the academic advising system, in order to strengthen the advising process. The Quality Unit is responsible for distributing student questionnaire that surveys the degree of student satisfaction regarding the academic counseling services offered by the unit.
- Submitting an annual report including all the actions taken to implement the executive plan of the unit, with reference to the required areas of improvement.

Academic Problems that Necessitate Intervention by the Academic Advising Unit

Academic problems include:

- Dramatic drop in grade point average.
- Poor study habits.
- Sudden changes in academic performance.
- Deficient class attendance.
- Poor concentration at class.
- Failure of concentration during exams.
- Request for the postponement or withdrawal from College.

Academic Advising Plan for the College of Medical Rehabilitation

Elements of the Academic Advising Plan:-

- Preparing students to adapt to University environment.
- Organizing orientation programs for new students to acquaint them about the educational policy and exams, maximize students' awareness about the concept and importance of academic advising, and inform students about their rights and duties.
- Supervising accomplishment of registration of the academic schedules for all students, as well as the free courses, in accordance with the specified credit hours consistent with their study plan.
- Enhancing the academic achievement of students, raising their capabilities and helping them to overcome obstacles encountered during their educational attainment.
- Reducing incidence of academic failure (Preventive Counseling).
- Providing counseling and advising for students having academic problems.
- Caring for students with low and stuttered academic achievement by designing mentoring programs to help them overcome their obstacles and improve their educational attainment. Follow up of those students until they achieve the desired success.

Mentoring programs are implemented through the Academic Advising and Student Support Unit:

- The Unit develops an implementation plan consistent with the general plan of academic advising in the University.
- The Unit supervises the implementation of such plan and subsequently evaluates the plan.
- The Unit provides an annual report to the University Deanship, which in turn executes from Colleges' reports, an evaluation report to promote academic advising activities at the University level.

General Objectives of the Academic Advising Plan:-

- ☐ Spreading awareness about the importance of academic guidance among students, so that this service would be easily accessible for students in need.
- ☐ Providing academic advisory programs and services, in accordance with students' academic needs to enhance their academic achievement.

Executive Plan:-

- ☐ Reviewing counseling lists and ensuring distribution of new students to academic advisors.
- ☐ Determining the exact dates of academic advising hours allocated by the advisors for academic counseling, to discuss problems and obstacles encountered by the students.
- ☐ Arranging a meeting with academic advisors to orient them about the tasks of the advisors and provide them with the academic advising guide.
- ☐ Ensuring that students are oriented about the specified starting period and end period, allowed for amending their academic schedules, according to the University academic calendar.
- ☐ Alerting students to revise their schedules and refer to the advisor in case of defective registration of approved courses in their schedules.
- ☐ Determining students with low and distressed academic attainment and urging the assigned advisors to meet them to explore the causes. Academic Advisors contact Advisees via messages through students' portal, text messages (SMS) and E-mails.
- ☐ Preventive Counseling: The supervisor of the unit asks all course coordinators to identify students with low academic performance, after the mid-term exams, in each academic semester. Advisors are committed to providing counseling sessions for those students, in order to reduce the incidence of academic failure.
- ☐ Collecting reports from advisors on the causes of academic deterioration and the proposed improvement action plans for students with low and distressed academic achievement.
- ☐ Ensuring distribution of student questionnaire, that surveys the degree of student satisfaction regarding the academic counseling services offered by the unit. This is followed by statistical analysis of the survey results, to identify the points of strength and highlight points of weakness to make use of this in designing the corrective action plan.

Chapter 3

Skills & Responsibilities of the Academic Advisor



The academic advisor is a constant *point of personal contact* “*The face of the University*” who offers a consistent and regular support to students throughout their academic journey.

The Academic Advisor Supports Students through the following Three Dimensions:-

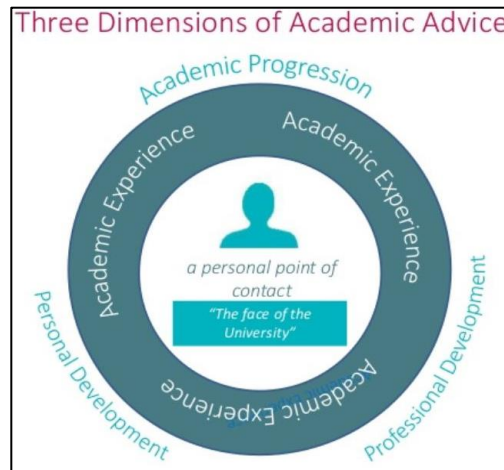


Figure (1) showing the Three Dimensions of Academic Advice

(I) Academic Progression:

- Monitor students' academic performance and engagement.
- Support students to reflect on their progress and achievement.
- Develop their capabilities so that they can manage their own learning and ongoing development.

(II) Personal Development:

- Ready to listen sympathetically to student concerns.
- Stay in regular contact with students for discussions and decision-making.
- Engage students to become active members of their academic community.

(III) Professional Development:

- Develop students' professional thinking and foster their professional identity.
- Support students to make connections between academic study and their life aspirations.
- Provide academic advice on the relationship of academic knowledge skills and professional application.

Skills of the Academic Advisor

- A successful academic advisor is able to communicate effectively with students, can define their needs, listen to them carefully, understand them and care for them. The advisor does not attack or ridicule students, but rather invests their experiences, trusts their capabilities and engages them in designing their study plan. Subsequently, the advisor would be able to support students in overcoming the obstacles that hinder their study path.
- It is of no doubt that the academic advisor should be well-knowledgeable about the system of study at the College, as well as all the rules and regulations in force, at the College and University.

Academic Advisors must be equipped with the following skills to ensure achievement of the assigned goals:-

These skills include: -

• Leadership Skill:

The academic advisor would be able to create a positive relationship with students to influence them and help them to proceed towards achieving their desired educational goals.

• Empathy Skill:

The academic advisor would be able to share students' their feelings and reactions; a necessary skill to develop a good relationship with students, hence ensuring they would accept guidance and advice.

• Planning Skill:

The academic advisor would be able to assist students in setting goals and achievable procedures, for example helping students in designing a plan to raise their GPA, with the aim of achieving remote goals related to their future academic career.

• Organizational Skill:

The academic advisor would be able to organize and arrange the advising and counseling activities in a manner that ensures the best outcomes for the students. This would ensure that the advisor is well-oriented about students' academic activities and movements in the form of registration, addition, deletion, apology decision.....etc.....

• Listening Skill:

The academic advisor should be a good listener for students, to be acquainted with their opinions, ideas, suggestions, and the problems they face, and hence would be able to provide the needed

guidance and support. This would augment the relationship between students and advisors, and enhance students' self-confidence.

• **Problem-solving and Decision-making Skills:**

The academic advisor would be able to promote students' confidence in decision-making, by enhancing student autonomy throughout the academic procedures. Advisors listen to students' perspectives and discuss with them the obstacles they face. Students are expected to learn how to identify the problem and make the appropriate judgments and decisions to resolve.

• **Group Counseling Skill:**

This skill is concerned with dealing with a group of students who share an issue in common, such as unfamiliarity with the system, educational difficulties, academic delay, absenteeism, low GPA....etc. In this aspect, the advisor would deal with this issue for a group of students at a time, to avoid wasting of time, and meanwhile achieving other goals, including engaging students in solving their problems through making correct and appropriate decisions. This would be achieved by dividing students into groups so that they could identify the problem, discuss its causes and consequences, then make the appropriate decisions to handle the problem.

• **Time Management and Investment Skill:**

It is an important skill that underlies scheduling and coordinating the advisor's duties, and defining the time plan for such duties, including registration, deletion, addition, scheduling and organization of office hours during which students meet with their advisors.

Tasks of the Academic Advisor

Tasks of the student's academic advisor are determined as follows:

First: Technical Tasks:-

1. Acquainting New Students about College Educational Program and Study Policy:

- Academic advisors introduce students to the Vision, Mission and Objectives of the College of Medical Rehabilitation.
- Advisors should be oriented about University rules and regulations, and provide students with accurate information regarding program policies, procedures and requirements.

2. Ensuring appropriate Registration for New Students:

- Students' academic schedules are registered electronically via the Vice dean of educational affairs. Students have to review and revise their schedules from their own page on the academic system portal.
- Advisors are available if assistance with registration is needed; helping students in case of presence of any error in registration of the approved courses in their schedules, or presence of time conflict with reference to opposing courses, for example related to the Free Hours Courses.
- Students of the annual system (New Plan) are allowed to amend their academic schedules only at the beginning of the academic year.

3. Registration for Students of other year /level:

- For students of other year /level, the University adopts "Early Registration" as set by the Deanship of Admission and Registration, in coordination with the College.
- Academic advisors help students to add or delete courses through the academic portal, **one week before the start of the semester, till the end of the first week of the semester.**
- Academic advisors should be aware of the specified dates of registration, deletion and addition, announced by the Deanship of Admission and Registration, and ensure that students are well-oriented about the specified dates, posted on the University and College's website.
- Students of the levels system (Old Plan) are allowed to amend their academic schedules before the start of each academic semester.
- Academic advisors assist students with distressed academic achievement (*belonging to the old study plan*) in decision-making as regards course selection and scheduling for registration.
- Advisors should be aware of the College study plan and graduation requirements for students. Advisors would:
 - ✓ Review the student's study plan and academic record, displaying the students' accomplished courses, as well as the remaining courses until graduation.
 - ✓ Guide the student in designing the appropriate corrective academic plan through various options (adding or deleting courses...etc...).
 - ✓ The corrective academic plan should be consistent with the program educational study plan and meets the degree requirements, thus avoiding any delay in graduation.

- While selecting the appropriate courses for designing the corrective study plan, the following items should be taken into consideration:

- It is mandatory for every student to pass successfully all the courses included in the preclinical phase (Year 2 & 3), before being allowed to register courses belonging to the clinical phase (Year 4 and beyond).
- Identifying the minimum and maximum credit hours that a student is currently allowed to register (Student's Academic Load). This is determined in accordance with the student's GPA.

Academic Load:

- **Academic load** refers to the total credit hours for the courses registered by the student during the semester. It is determined in accordance to the following regulations:
 - The maximum academic load is **20** credit hours per semester.
 - The maximum academic load is **16** credit hours per semester for students with **GPA less than 2.75**.
 - The maximum academic load for students who received **academic ultimatum** is **14** credit hours per semester.
- Students on the threshold of graduation are allowed to exceed the maximum, the increase being not more than three credit hours (i.e. up to 23 credit hours per semester).
- Students on the threshold to graduate are those who have 23 credit hours (or less) as graduation requirements.

Performance Evaluation:

- Academic advisors help the students to bear their academic load according to their quarterly and cumulative rates (GPA), so that students with underrated cumulative average, could overcome this problem and raise the rate.
- Advisors should clarify to students that academic observation is not a punishment or discipline, but rather, it would help students to improve their performance.

4. Each academic advisor has access through the e-register system to the Academic Record & Study Plan of each student:

- Through the academic portal system of the advisors, each advisor has access to the list of students under supervision.
- The advisor monitors the **academic record** of each student, while maintaining the confidentiality of student's information.

- **Academic Record:** It is the record that monitors students' academic level, in terms of grades and averages for each semester, and GPA, since they joined the University. Students are advised to check their academic record every semester. Each student can request the academic record from the student affairs section at the College. Each student may consider checking on the courses for any error therein.

Students' Academic Record displays the following: -

- Student name & University number.
- Transcript of the previous semesters displaying all the courses accomplished by the student, their credit hours and grading of each course.
- Quarterly and Cumulative points to evaluate student's performance and level of achievement.
- Quarterly and Cumulative GPA, reflecting the academic progress of the student.
- Updated forms of administrative decisions (such as the deletion, addition, incomplete, postpone excuses, and withdrawal forms ...).
- Copies of any reports or warning letters sent by the course coordinators, related to student's attendance or performance e.g. low academic achievement.

GPA	Grading
2 – 2.74	مقبول Acceptable
2.75 – 3.74	جيد Good
3.75 – 4.49	جيد جدا Very Good
4.5 - 5	ممتاز Excellent

- Through the academic portal system of the advisors, each advisor has access to **the study plan** of students under supervision.

Students' Study Plan displays the following: -

- Student's scheduled timetable for the current semester.
- Courses accomplished in the study plan.
- Remaining courses in the study plan until graduation.

5. Maintaining Scheduled Periodic Meetings with Students for Consultation and Guidance.

- Academic advisors are requested to conduct meeting with all students at the beginning of each semester, to evaluate their study plan and ensure it satisfies University requirements.

- Advisors would regularly meet their students during the semester, for regular follow-up and monitoring of students' educational attainment and progress towards achievement of their educational goals.

- Advisors would prepare reports on advising sessions with the students.
- To be effective, the advisor must recognize that each student has different abilities, interests, aspirations, needs, experiences, and problems so that the approach in dealing with students would be different from one to another.

6. Allocating Academic Advising Hours for Students Under Supervision, in order to provide accessible advising services in the form of:

- Guide students to become more independent, self-directed and assume responsibility for their decisions and actions, in order to be able to meet their own academic, personal and career goals.
- Help students to explore their interests, abilities and goals, define and develop realistic educational plans and relate them to future career opportunities.
- Discuss the academic problems and difficulties faced by students and respond to different students' needs. Provide supportive advising and counseling outreach programs, seeking appropriate solutions to help students in overcoming barriers that hinder their progress throughout their educational track.
- Follow-up of students' defaulting; if student's achievement level is weak, the advisor would intensify the meeting with the student, trying to understand the reasons accurately and resolve them. Otherwise, the advisor would address the course coordinator or raise the issue to the supervisor of Academic Advising Unit.
- On suspecting personal or social problems that would hinder student's academic performance, the academic advisor would notify the supervisor of the Leading and Guidance Unit at the College, who in turn would communicate with the supervisor of the Leading and Guidance Unit at the University, to assign a professional expert for handling the issue with the student in utmost confidentiality. Alternatively, the advisor would direct students with personal or social problems to register through "Arshedny" application on the College website; ultimately booking a date with a specialized psychologist or socialist at the University level.
- Identify meritorious and model students, and those distinguished in different courses; continuously praising, encouraging, and honoring them at the College and University level to receive awards of excellence. This would motivate them for more achievement and would certainly encourage their peers.
- Connect interested students with honors options, opportunities for undergraduate research and scholarship, and other experiential learning options.
- Help students to make the most of the e-learning site at the College.
- Urge students to participate in curricular and extra-curricular activities.

- Encourage students to take advantage of the library and manage time effectively.
- At the advisor's discretion, to provide students with letters of recommendation when provided with adequate information.

7. Explanation of Graduation Requirements: (Table 1 showing Curriculum Structure)

It is essential for every student to successfully pass (200) credit hours in order to obtain a Bachelor's degree of Doctor of Physical Therapy Program (DPT), distributed as follows: -

Successful Completion of:

- Mandatory Institutional (University) Requirements: equivalent to (12) credit hours.
- College Requirements: equivalent to (63 credit hours for mandatory courses) and (6 credit hours for elective courses).
- Program Requirements: equivalent to (80 credit hours for mandatory courses) and (12 credit hours for elective courses).
- Mandatory Extra-departmental Requirements: equivalent to (21) credit hours.
- Free courses: equivalent to 6 credit hours.
- Project (Independent Study): 2 Credit Hours.

In addition to:

- Field Experience/ Internship for a period of 12 months.

Curriculum Structure

Program Structure	Required / Elective	No. of courses	Credit Hours	Percentage	Total %
Institution Requirements	Required		12	6%	40.5%
	Elective		0	0	
College Requirements	Required		63	31.5%	56.5%
	Elective		6	3%	
Program Requirements	Required		80	40%	56.5%
	Elective	6	12	6%	
External Program Requirements	Required		21	10.5%	
Others	Free Courses	3	6	3%	3%
Capstone Course/Project		1	2		
Field Experience/ Internship	Clinical Intern	12 Months			
Total			200	100%	

Table (1) showing credit hours as graduation requirements for Bachelor degree of DPT Program

- Completion of all required courses with a GPA not less than (2.0).

- Academic advisors assist low achievers in designing a corrective study plan to complete the graduation requirements, throughout a period not exceeding the maximum number of allowed study years (six years).

8. Explanation of the Grade Point Average (Quarterly and Cumulative): (Table 2)

Each letter grade has a numeric value represented by points. The points of each course are based on this numeric value and the credit hour value of that course.

GRADING SYSTEM USED IN THE TRANSCRIPT

Mark	Grade		Points
95 –100	A+	EXCEPTIONAL	5.00
90 - less than 95	A	EXCELLENT	4.75
85 - less than 90	B+	SUPERIOR	4.50
80 - less than 85	B	VERY GOOD	4.00
75 - less than 80	C+	ABOVE AVERAGE	3.50
70 - less than 75	C	GOOD	3.00
65 - less than 70	D+	HIGH-PASS	2.50
60 - less than 65	D	PASS	2.00
Less than 60	F	FAIL	1.00
	- IP	IN-PROGRESS	-
	- IC	IN-COMPLETE	-
	- DN	DENIAL	1.00
60 - 100	NP	NOGRADE-PASS	-
Less than 60	NF	NOGRADE-FAIL	-
	- W	WITHDRAWN	-

Table (2) showing the Grading System Used in the Transcript

8. Submitting a Periodic Report about Students' Performance to the Unit of Academic Advising and Support (before the end of the semester):

The report includes the academic performance of the student (better or worse than before) and the measures taken to address and manage any deteriorated performance.

Second: Administrative Tasks:-

(I) Academic Movements

Delete and Add Courses:

- Academic advisors would help students to add or delete courses through the academic portal, **one week before the start of the semester, till the end of the first week of the semester**, in accordance with the academic calendar of the University.

- Academic advisors should be aware of the specified dates of deletion and addition, announced by the Deanship of Admission and Registration, and ensure that students are well-oriented about the specified dates, posted on the University and College website at the beginning of each academic semester.
- Students of the levels system (Old Plan) are allowed to amend their academic schedules before the start of each academic semester.
- Students of the annual system (New Plan) are allowed to amend their academic schedules only at the beginning of the academic year.

Postponement of Study:

- The student may submit a request to postpone the study **before the start** of the academic semester or academic year, for an excuse accepted by the College Dean.
- The application is submitted through the electronic portal on “Requesting Page” in the application field. Student’s parent’s / guardian acceptance is required when submitting the application.
- The postponement period would be no more than two consecutive semesters or three non-consecutive semesters throughout the student’s study period at the University.
- Regarding the students of the annual study plan system, it is not permissible to postpone for a maximum of two years, during their study period at the University.
- Postponement period is not counted within the period required to complete the graduation requirements.

Apology of Semester Study:

- The student has the right, after approval of the College Dean, to apologize for continuing to study a semester, provided the students completes the apology procedure within the regular period which extends to three weeks before the final exams, according to the academic calendar of the University.
- The application of semester apology is submitted through the student’s electronic portal on “Requesting Page” in the application field, and then apologizing for the semester. Student’s parent’s / guardian acceptance is required when submitting the application.
- The apology classes must not exceed two semesters throughout the student’s study period at the University.

- This student is entitled to a semester or year from the period assigned to complete the graduation requirements.
- Those students are graded (W).
- An apology student must register after the apology period has ended, otherwise the student will be considered disconnected.

Withdrawal from a Course (Apology Decision):

- Withdrawal from a course whether quarterly or annually without appreciation.
- Students are allowed to withdraw, for an acceptable excuse, from a course or more in a semester, according to the executive rules approved by the University Council, provided that the total burden of credit hours is not less than (14) hours.
- After approval of the College Dean or representative, the student can withdraw from one or more courses, through the University website “Request Page”.
- According to the academic calendar of the University, specified date for an apology would be one-month, after the start of each semester.
- Withdrawal does not affect student’s rate and is graded W (withdrawn) in their academic record.

(II) Students’ Absence

Students’ Absence / Deprivation:

- Absences are counted from the first day of the academic semester.
- The general policy of the College necessitates issuing a first probation to the student if absence is 5% of the approved teaching hours of the course, and issuing a second probation if absence is 10% of the approved teaching hours for the course.
- The student is prohibited from attending the final exam of the course if absence rate exceeds 20% (without excuse) from the total number of specified lectures and practical/clinical classes for the course.

- A student who has been deprived of attending the final exam due to skipping the absence rate, is considered to have failed in that course, and the grade of the quarterly work is established and a disadvantaged estimate is calculated (٢) or DN.

- Lists of disadvantaged students are approved by the College Council.

- Deprivation lists are announced before the start of the final exams.

- In case the student presents an acceptable excuse to the College Council, the Council, or its authorized representative, may accept the excuse for non-deprivation and allow the student to attend the exam.

- University Council determines the attendance rate to be not less than 50% of the total number of specified lectures and practical/clinical lessons specified for the course. Accordingly, College Council, or whoever it delegates, may accept student's excuse and allow the student to attend the exam **based on these 2 conditions:-**

- 1) Providing acceptable excuse to College Council.

- 2) Student's absence does not exceed 50% of the total number of specified lectures and practical/clinical lessons specified for the course.

- A student who misses the final exam will obtain a Zero score in that exam. Student's estimate in that course would be calculated based on the grades of the quarterly work.

- If the student is unable to attend the final exam in any of the semester materials for a compulsive excuse, the College Council might, in cases of extreme necessity, accept the excuse and allow the student to undertake an alternative exam, within a period not exceeding the next academic semester, and the estimate obtained after performing the alternative test, would be given.

Excuse accepted to compensate missing the final examination, is based on the following conditions:

- Presenting the excuse from the initial date of its occurrence, up to a week from its termination.

- Compulsive excuses accepted by the College Council.

- Alternative test and monitoring the result would be within a period not exceeding the end of the next semester.

(III) Withdrawal from University and Transfer

Withdrawal from the University:

- Withdrawal means permanent departure from the College without the possibility to return, except in rare and special cases estimated by the College.

A student who wants to withdraw from the University should attach:

- 1- Fill out the withdrawal form.
- 2- Written signed letter from the parent/guardian.
- 3- A copy of the graduate ID card.
- 4- Copy of the student's ID card.

It is submitted by the Students Affairs Office to the deanship of Admission and Registration.

Transfer:

Transfer of a student from another University may be accepted in accordance with the following regulations:-

- 1- The student must have studied at a recognized College or University.
- 2- Not to be dismissed from the former University for disciplinary reasons.
- 3- To meet the requirements of transfer determined by the University Council.

Internal Transfer:

Transfer from College to College within the University, or from department to department.

The student may transfer to another department through the electronic portal on the student's page, change the major and then submit to the College Dean for either approval or rejection.

Students are allowed to transfer internally twice throughout the university study years.

External Transfer:

Transfer from a University outside the region to another University.

This is done by filling-out an external transfer form, submitting it to the University and to the College, along with attaching the justification for the desire to transfer and mentioning the courses to make an equivalent to previously studied courses in the former College.

Third: Organizational Tasks:-

(I) Problem Solving for Academic Issues

The academic advisor would assist students in facing difficulties related to their educational courses, possibly via identifying the causes of the problem and suggesting appropriate solutions. These problems include:

- **Course Management:** To recognize: -----

Which parts of the course require the most attention? How to spend time studying the course?

Do they revise their lessons?

- **Time Management:** To recognize: -----

Are students aware of the time required for study? Are they wasting their time?

What are their priorities? How do they distribute the equivalent times for respective courses?

- **The Relationship between Faculty and Students:**

Do students face difficulties regarding the course or the coordinator?

- **Study Skills and Traditions:**

- Do they study? How, when, and where?

- Offering proposals to improve their study skills.

- **Exam Skills:**

- Do students suffer from exam anxiety? How do they deal with that?

- Do they have the basic skills to be prepared for, and attend exams?

- **The Need for an Additional Level of Ability (Teaching):**

Encourage students to make the necessary arrangements to increase their abilities that would qualify them to finish a course, to understand this situation, and provide them with additional assistance.

- **Delete a Specific Course:**

It is preferable to take steps to delete the course before the specified final date, in the following cases: -

- Student's academic overload.
- To achieve a better GPA.
- To achieve better performance in the remaining courses.
- To relieve some physical and psychological stress (as in case of pregnancy for female students), medical treatment, and some special problems).

These cases do not include the following conditions: -

- Deleting the course secondary to achieving a weak score in the first test of the course.
- Student's non-satisfaction about the course or the coordinator.
- Failure in a course due to non-exertion of the required effort.

Therefore, students should not be advised to delete a course except when such deletion is expected to participate in promoting students' success.

(II) Problem Solving for Non-Academic Issues that Hinder Student Performance

○ **Orientation: -**

The advisor should assist students in analyzing their current situation and guide them towards the appropriate steps to follow in facing their problems before their study path is greatly affected. Some students fail to adapt and become mired in psychological, social or physical challenges and, hence they must be directed to the second level of professional psychological, social and medical counseling.

○ **Encouragement: -**

Problems facing the students might result in frustration and hence, deteriorated academic performance. A few words of encouragement can act significantly to improve students' spirits, raising their capabilities in facing their problems, thus enhancing academic achievement.

Confidentiality

- One of the objectives of the Academic Advising Unit is to raise the advisors' awareness regarding the confidentiality of student information.
- Advisors are bound by professional codes of ethics concerning confidentiality. All advisors must ensure that confidentiality is maintained with respect to all forms of students' records.
- Information disclosed in advisee educational records is used only in the context of the case requirements. Advisors do not release information about any student to third parties without the student's written permission, except in circumstances when disclosure to a third party is legitimate.

Chapter 4

Responsibilities of the Student



Student Roles and Responsibilities

Academic advising is a valuable tool that is regarded as a mechanism for student assistance. Students bare full responsibility for taking academic decisions, fulfilling all academic requirements and achieving academic progress. Academic advisors will assist by presenting options and identifying resources.

Students' Roles and Responsibilities include:

- Review the student College guide and check the University website to be oriented about the College and University policies, procedures, program study requirements and codes of conduct.
- Determine the assigned academic advisor and identify the academic guiding hours of the advisor.
- Schedule appointments in a timely manner to meet with the assigned academic advisor for inquiry about any aspect of ambiguity; whether related to educational progress or other non-academic issues:-
 - ☐ Prepare a list of questions or concerns before each meeting with the advisor.
 - ☐ Ask specific questions about policies, procedures, requirements, etc... until understood.
 - ☐ Seek sources of information that will assist in making academic decisions.
- Attend all advising sessions as scheduled by the advisor, and provide the advisor with true and accurate information.
- Follow through and implement the academic advisor's recommendations.
- Be aware that the student has the final responsibility to select and register for courses that meet the program plan requirements:-
 - ☐ Follow University procedures for registering courses and for making adjustments to class schedule.
 - ☐ After automatic registration, students must accredit their academic schedules through their personal file at the University website, during dropping / addition period.
 - ☐ Be aware of the details of the academic calendar.
 - ☐ Comply with academic deadlines for registration, Drop/Add, course withdrawals, etc.
 - ☐ Set up appointments with the advisor well in advance of the deadlines.
- Provide the advisor with current contact information. Each student should update the student's mailing address, telephone number, and e-mail address on annual basis or as changes occur.

- Inform the academic advisor about any variables or essential information that might affect the academic performance as significant changes to the academic schedule.

- It is crucial that a student schedules an appointment in an expedient manner, whenever any type of “extenuating circumstance” that may interfere with the student’s educational progress, arises. Extenuating circumstances are events that are exceptional and unforeseen, including: significant illness, accident or injury, death or serious illness of a close family member or dependent, family crisis directly affecting the student or exceptional and unforeseen financial hardship.

In any of these circumstances the student should confer with the advisor before dropping or withdrawing from a course, adding a course, altering the course sequence, or withdrawing from the DPT program.

- On occasions, students might encounter events that are not exceptional, but which do affect academic progress. The student is responsible to manage these events independently, but may wish to discuss the event with the assigned academic advisor. These events include: minor illnesses (that are not classified as disabilities), minor computer problems or inadequate planning that might prevent completion or submission of coursework.....

- It is the student’s responsibility to take into consideration when planning for major life events; personal events such as a student’s wedding or planning for travel arrangements.

- Review eligibility requirements for scholarships and awards and when appropriate, discuss options with the advisor in a timely manner.

- Evaluate advisors and the advising system, when requested through fulfilling the questionnaire regarding students’ satisfaction about the counseling and guidance services offered by the unit, in order to strengthen the advising process.

Chapter 5

Electronic Contact Services in Academic Advising



Electronic Contact Service in Academic Advising

Based on the importance of development and the use of the most recent electronic services to raise efficiency and effectiveness of the academic advising at Qassim University, the Deanship of Admission and Registration, represented by the Vice Deanship of Academic Advising, issued a handbook aiming at clarifying the '**Contact Service**' in Academic Advising.

Methods of Contact in Academic Advising:

First: Academic Advisor- Advisees Contact

Second: Advisee- Academic Advisor Contact

Third: Instructor's Contact with Students

First: Academic Advisor - Advisees Contact

This service enables the Academic Advisor to contact Advisees through one of the following means:

- **Messages through students' portal** (advertising bar appears in student's page)
- **Text messages (SMS)** (Received through student's mobile number registered in the system)
- **E-mail message** (Received through student's e-mail registered in the system)

The Academic Advisor can reach to his Advisees through the previous methods after logging into the personal page on the Academic System Portal.

Second: Advisee - Academic Advisor Contact

This service enables the student to contact the assigned Academic Advisor and instructors, registered for the student, in the current effective semester, through sending an e-mail.

The process of sending the e-mail will be done after the student logs-in to the personal page on the Academic System Portal.

Third: Instructor's Contact with Students

This service enables the instructor to contact the enrolled students, in the current effective semester, through sending an e-mail.

The process of sending the e-mail will be done after the instructor logs-in to the personal page on the Academic System Portal.