

University of Tabuk
Faculty of Pharmacy
Vice-Deanship of Development & Quality



Students guide for academic guidance

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Introduction

In light of the role played by the faculty of pharmacy, and in light of the tremendous changes in the field of science, the Dean Pharmacy of Pharmacy at the University of Tabuk initiated the establishment of the Academic Guidance Unit as an important tributary in developing the educational process within the college and establishing the rules of participation and interaction with the students to build the personality capable of facing the future with its variables.

In this role, the academic counseling system imposes duties on both sides of the educational process, the educational institution and the student. Academic counseling is unique in its role, which works to transfer the general image of university life and clarify the different dimensions of this image to the student .

In line with this approach, the college's interest in the student as a major component in the educational process and in the presence of an effective management approaching the effective approach in its dealings with the components of the educational process in its various dimensions makes us always work to guide, guide, follow-up, evaluate its achievements and help it to detect and identify the obstacles it faces and limit It is provided, through a specialized unit, that undertakes extension tasks.

The concept of academic counselling

Academic Advising is an essential and central pillar of the educational system, and focuses on the two axes of the educational process: the educational institution and the student. This role is strengthened by the specialized academic advisor who works through the Academic Advising Unit throughout the academic year.

The process of academic counseling is integrated with awareness and understanding of all parties to the advisory process, with the aim of guiding the student to the most appropriate way in order to achieve the desired success and adapt to the university environment.

This goal is achieved by providing students with various academic skills that increase their academic achievement and discuss their scientific aspirations. It also includes educating students about university regulations and laws.

In addition to that, the academic guidance helps to develop their goals and take appropriate decisions related to their academic and professional future by making the best use of all available capabilities in the college, which leads to ensuring the success of the educational process and achieving the best scientific outcomes for the student.

Commonly used Terms in academic counseling

The University	University of Tabuk
The Faculty	Faculty of Pharmacy
The Dean	Dean of the Faculty of Pharmacy
Academic year	It consists of two semesters: the first semester and the second semester, .A third semester may be added, the summer semester".
Semester	It is a time period of sixteen weeks, including study hours and exam period.
The students	Male and female students of the Faculty of Pharmacy, who are enrolled in various academic programs at the faculty.
Student ID	A number indicating the academic year in addition to the student's serial number in that year.
Academic Advisor	A teaching staff of the faculty of Pharmacy, who is responsible for guiding the student and following his scientific progress from his admission until he graduated.

The vision and mission of the academic counselling unit

The vision

The Academic Advising Unit seeks to provide counseling services for students that contribute to their academic, social and psychological development and develop their skills in various fields in line with international quality standards in universities.

The mission

Providing academic counseling services by helping students understand the academic system at the university and removing the reasons that lead to their academic failure through a system that facilitates the continuation of academic excellence for students leading to their qualification to the labor market.

Academic counselling

Is concerned with many axes, namely: -

1) The student:

The student is considered the center of the academic process, and in the absence of organized and directed academic guidance, the student will bear the burden of familiarity with university systems and regulations upon admission to the university. As a result of individual differences between students, there are those who come to know the systems and regulations and work to adapt themselves to them, and in return there are those who are ignorant of many of these systems and regulations, which he signs in many academic problems such as low level, failure, dismissal from study and other problems.

2) The educational institution is represented in:

A) Academic Advisor :

The guide's role is to help the student make the right decisions that will help him in his academic career successfully and effectively.

B) The College (Scientific Department):

It is the authority that issues study plans for each major and each college has its own system for its academic programs, certificates awarded, and the evaluation system.

Target groups in academic counselling:

New Students:

To define mainly the system of study and tests and to achieve the necessary adaptation to university study, and to inform them of their rights and duties to help them improve their academic and achievement level.

Students with special needs:

In order to achieve the highest levels of psychological and social adjustment and academic achievement, and to provide training opportunities for them, each according to his field and needs.

Non-performing students:

To help them overcome their academic stumbling and help them overcome their obstacles and problems.

Outstanding students:

To help them continue to excel, encourage and motivate other students.

The tasks of the Academic Advising Unit

1. Receiving and welcoming new students on the first day of study, introducing them to the university system and the university environment.
2. Introducing new students to the college, its deanship, and its supporting departments, and how the student can obtain their services in cooperation and coordination with the relevant department of the college.
3. Provide students with the correct information about the college, educational policies, resources and academic programs available
4. Distributing new students fairly among the faculty members of the college from the date of joining the university until its graduation, at the beginning of each academic year, taking into account the balance in the distribution of teaching and administrative burdens for each mentor.
5. Announcing the academic advisory schedules and publishing the lists on the billboards and the website of the college, at the beginning of each academic year.
6. General supervision and follow-up of academic advisors to ensure the continued effectiveness of the academic advising system.
7. Create the conditions for students 'academic progress, and build positive relationships for the student with his colleagues, faculty, and college staff.
8. Educate students about academic difficulties and study skills, how to prepare study plans and time schedule, and provide advice and assistance to academically troubled students.
9. Follow-up to students 'academic achievement, raising their abilities, overcoming the social and psychological obstacles they face during their educational attainment, and reducing opportunities for academic failure.
10. Caring for outstanding and talented students and providing what enhances their capabilities and support their creativity.
11. Participate with the Student Activity Unit in organizing and implementing various programs, competitions and competitions that contribute to encouraging students to seek to raise their rates and levels of academic performance and to allocate incentive awards to distinguished students.
12. Care for troubled students by identifying the causes and factors that led to their academic failure and trying to improve their academic achievement.
13. Study cases that require financial support from the University Student Support Fund
14. Submit periodic reports on what has been accomplished to the dean of the college.

The tasks of the academic advisor

The tasks of the academic advisor can be defined as follows:

1. Preparing the student file:

The academic advisor prepares a special file for each student who is entrusted with the task of supervising them. The file contains the following: -

- a) The student data form includes the quad name, the identification number, the correspondence address, the e-mail, the mobile number, the training programs that he obtained.
- b) B. List of courses leading to the graduation of the student.
- c) C. A copy of the last academic qualification the student obtained.
- d) D. A recent copy of the student's academic record (statement of grades).
- e) E. Other administrative documents (for example, course postponement forms).

2. Carry out the process of registering courses:

The advisor should follow the registration process, delete, add, and apologize for the decisions in a manner consistent with the student's study plan to ensure that he passes the previous level subjects and then direct him in a manner suitable for materials to be registered at the current level.

3. Carry out the process of selecting courses:

The mentor should use the list of courses, help students choose their courses, and recommend modifying courses that he does not find appropriate for the student according to the study plan.

4. Follow up on the academic level of students:

The mentor must follow the material assessments and the GPA for students, and the academic advisor should receive a copy of all test results by the course professor.

5. Follow up on the student's absence:

Monitoring the absence of students is one of the tasks of the course professor, but the academic advisor should follow the regularity of students in attending lectures according to their academic schedules and notifying them of absence warnings as well as academic warnings.

The duties and responsibilities of the head of the scientific department with regard to academic advising

1. Coordination with the Academic Advising Unit in allocating academic advisory hours to members of the teaching staff of the department in order to avoid incompatibility of the faculty member (the academic advisor) with other teaching and administrative tasks, which makes the academic advisor unable to perform his advisory role efficiently and effectively.
2. Introduce students to their mentors by announcing the academic advisory schedule and publishing lists on the department's billboards with the start of each academic year.
3. Follow up on the commitment of academic advisors and students to academic guidance.
4. Raising awareness of the importance of academic guidance and the importance of communicating with the academic advisor through brochures and periodic meetings with students of the relevant department.
5. Prepare a draft plan that includes orientation and awareness programs for students on the importance of the department's scientific program and present it to the department's council for approval.

Academic Advising Skills

A successful mentor is able to communicate effectively with his students and can determine their needs. He is good at listening to them, works with them and involves them in planning their studies, and tackling the obstacles facing them during their studies.

From here, we can define some of the skills that an academic advisor should have in order to contribute to achieving the goals set for him. These include:

Leader skill:

We mean with this skill to form a positive relationship with students to influence them and help them in moving towards achieving the set goals.

Sympathy skill:

By this skill, we mean students sharing their feelings and emotions, and forming a good relationship with them that helps them to accept guidance, advice, and direction.

Planning skill:

By this skill we mean the ability of the academic advisor to set goals and turn them into achievable procedures, for example helping the student to choose the appropriate specialization to achieve distant goals related to his academic and career future, or to help him prepare a plan to raise his cumulative appreciation.

Organizational skill:

This is the ability of the academic advisor to organize the counseling work and arrange it in a way that makes maximum use of it. This applies to organizing student files, for example.

Listening skill:

It is important for the academic advisor to be a good listener for his students, to get acquainted with their opinions, ideas and suggestions, and the problems they face, which enhances their self-confidence and strengthens the relationship between the advisor and them and can thus help them.

Decision making and problem solving skill:

This skill is required by the academic advisor when he listens to students' perspectives and dialogue with them to get to know the problems they face, so they learn from him how to define the problem and develop proposals to solve it and then help them to take the right decisions necessary to solve the problem.

Group Guidance Skill:

This skill is concerned with dealing with a group of students who participate in an issue such as ignorance of the system, academic delay, absenteeism .It is preferable to deal with that collectively in order to reduce time and achieve other goals, including involving students in solving their problems, reaching results and making correct and appropriate decisions, and the way to do that It is to collect them and divide them into groups so that they get to know the problem and talk about its causes and consequences, then they put solutions to deal with it and take the appropriate decisions to treat it.

Time management and investment skill:

It is an important skill that includes scheduling and coordinating works, defining the time plan for the mentor's work that includes registration dates, scheduling and organizing office hours through which students can meet with the mentor.

The duties of the academic advisor in cases of group counseling

In some cases, the student fails to adapt and face his problems and becomes mired in psychological or social challenges. Here they must be directed to the second level of counseling, which is specialized psychological, social and medical counseling before their studies are greatly affected by them. The role of the student counselor in such cases is summarized as follows:

1. Help the student to meet the social counselor and reassure him about the privacy and confidentiality of the interviews.
2. Provides the social worker with brief information about the student's condition.
3. Maintain the utmost confidentiality in organizing the briefing sessions

How to obtain counseling services

1. The student calls the Academic Advising Unit or follows a notice board or the website of the college to know the name of his student counselor.

2. Bring the student all the necessary papers to open the student's file.
3. Conducting a preliminary consultative interview with the student counselor.

Procedures for providing extension services:

1. Every student has the right to receive all the services provided by the Guidance Unit.
2. All files and information of the reviewed students are treated with strict confidentiality and in the context of the case requirements.

The student has the right to see all the procedures for providing the extension service for him, and he is expected to cooperate with the counseling unit to provide the appropriate information required for this service.

Student responsibilities, tasks and role in the academic advising process

The student has a fundamental role in the process of academic counseling, and therefore the responsibility for academic progress and seeking advice and guidance from the student counselor who provides assistance to the student in selecting study programs quickly and successfully and to achieve the largest return from the academic counseling interviews lie.

The student must prepare for these interviews by following the following steps:

1. Before meeting the academic advisor:
 - Knowledge of hours for academic advising.
 - Writing all questions and concerns of the student and bringing them to the academic interview.
 - Ensure a clear understanding of all graduation requirements at the department, college and university levels.
 - Knowledge of the academic agenda, especially exam dates.
2. During an interview with the academic advisor:
 - Bring a list of questions that he would like to inquire about. • Asking all questions that concern the student to the academic advisor so that he can help the student. • Giving a clear idea about the student's professional and academic aspirations and involving the academic advisor in discussing them openly and transparently.
 - Set an appointment for graduation and consult the student advisor.
 - Work with the academic advisor to develop a study program with an academic schedule of what the student is planning to study.
 - The student informs the academic advisor about the important changes in his academic program that may affect his performance or his academic goals.

- Advised by the academic advisor when adding or deleting any course that may affect graduation.
- Follow what is recommended by the academic advisor.

The student must take responsibility for his academic progress, Advice and guidance are an important tool for success, but the student is primarily responsible for his success.