

# Academic Advising Guide



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## Introduction

Academic advising is a structured educational process provided to students to support their academic success. Qassim University places great importance on academic advising, recognizing that students' familiarity with university systems and regulations is essential for navigating their academic journey without issues. The advising process fosters a supportive relationship between students and faculty members through a system designed to familiarize students with the college, its academic policies, and regulations. A strong academic advising system helps students integrate into the university environment, adhere to study plans, maintain academic performance, and explore various educational pathways.

Academic advising also assists students in adapting to the university setting, bridging the gap between their prior educational experiences and higher education. It supports students in making informed decisions, choosing their majors, and becoming independent in managing their academic responsibilities.

Upon enrollment, each student is assigned an academic advisor—typically a faculty member—who provides both academic and practical guidance. The advisor's role includes helping students understand academic rules and procedures, monitoring their academic progress, addressing challenges, and guiding them toward solutions. Students are expected to maintain regular contact with their advisor to ensure they meet program requirements and make informed choices about course selection and academic matters. To foster a supportive educational environment, the College of Nursing at Qassim University has established an Academic Advising Unit. This unit appoints one advisor per group of 10–15 students to provide continuous support throughout their academic journey. The unit also enhances and coordinates the efforts of individual advisors.

This booklet provides essential information to help students maximize the benefits of academic advising. Students are encouraged to communicate openly with their advisors about academic challenges, while advisors are expected to assist in overcoming such obstacles through meetings and consultations.

## Vision of the Academic Advising Unit

To be a national leader in nursing and health education, supporting sustainable development and contributing to the advancement of a knowledge-based society.

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## Mission of the Academic Advising Unit

To deliver high-quality academic advising services that meet students' educational needs, enhance their ability to cope with academic challenges, and support skill development in line with university quality standards.

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## Responsibilities of Students in the Academic Advising Process

- Be familiar with their academic advisor and all relevant academic regulations, including those related to registration, attendance, examinations, and submission of excuses.
  - Meet with their advisor at least twice per semester.
  - Ensure academic advising and follow-up forms are signed during each visit.
  - Notify the advising coordinator or head of the unit if they feel the assigned advisor is not providing adequate support.
  - Take full responsibility for adhering to the academic follow-up schedule.
  - Understand the graduation requirements of their department, college, and university.
  - Contact their advisor for assistance and obtain necessary documents such as study plans.
  - Follow advisor recommendations and attend scheduled advising sessions.
  - Inform the advisor of any changes that may affect academic performance or study plans.
  - Complete and update their academic portfolio regularly.
  - Take primary responsibility for their own academic progress and success.
  - Use meeting time effectively to discuss academic matters.
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## Target Groups

- Students
  - Faculty Members
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## Student Academic Advising Unit Plan for the Semester

### First Week:

- Inform academic advisors of their assigned students.
- Coordinate with faculty members teaching the students to ensure appropriate academic guidance and support.

### Second Week:

- Conduct an orientation meeting for new students to introduce the objectives of academic advising and effective communication channels.
- Review the standard model for academic advising and submit any recommended revisions to the Vice Dean.

### Third and Fourth Weeks:

- Identify students with low academic performance (low GPA) and collaborate with academic advisors to provide targeted support and interventions.
- Submit a detailed report outlining support measures for struggling students to the Vice Dean of Academic Affairs.

### End of the Academic Year:

- Collect and review reports from academic advisors regarding the guidance strategies implemented during the year.
- Obtain feedback from selected students through interviews or surveys to evaluate the effectiveness of the advising process.
- Prepare and submit a comprehensive summary report to the Vice Dean.



## General Academic Counseling Skills

The success of academic counseling depends on effective communication between the advisor and the student. The academic advisor must understand students' problems by actively listening to them in order to provide effective counseling.

### The academic advisor should have the following skills:

- **Leadership:** The advisor should positively influence students by guiding them toward their goals.
  - **Empathy:** The advisor must empathize with students, building a strong relationship to understand their strengths and limitations before providing advice.
  - **Planning:** Academic advisors must set clear goals and take the necessary steps to achieve them.
  - **Organization:** Academic advisors must work in an organized manner, which includes properly organizing student files.
  - **Good Listening:** Academic advisors must listen to their students, identify their strengths and weaknesses, and then provide positive encouragement.
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## Responsibilities of the Academic Advising Unit

### Academic Guidance and Counseling Mechanism and Procedures in the Program:

- The academic advising unit of the college works in coordination with the Vice Deanship of Guidance and Counseling and the Deanship of Admission and Registration at the University.
  - The academic advising unit assigns students to academic advisors and provides continuous follow-up through meetings to discuss study schedules, grades, and ways to develop academic skills. Advisors encourage students' academic creativity to help them graduate on time and find work opportunities. Additionally, academic advisors assist in addressing any psychological or health-related concerns.
  - **Career Planning and Counseling Mechanism in the Program:** Career guidance and counseling are provided to students by academic advisors to increase awareness of future
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career opportunities after graduation.

- **Program Mechanism for Psychological Guidance and Counseling:** Students are assisted socially and psychologically, if necessary, through their academic advisor, as outlined in the student and faculty guides. The advisor helps identify the cause of the problem and organizes individual meetings with the student. If necessary, the academic advisor coordinates with the academic advising unit in the college to refer students to a psychiatrist for further treatment.
- The academic advising unit supervises the implementation of academic supervision under the guidance of the Vice Dean for Students' Affairs and Counseling at the Deanship of Admission and Registration at the University.
- All faculty members contribute to academic advising by guiding a group of students, monitoring their academic progress through regular meetings during office hours, addressing academic issues, and encouraging creativity.
- An electronic academic advising platform has been launched through Qassim University's Unified Login Portal, allowing students to easily connect with their advisors for academic follow-up and to address academic, social, and psychological challenges.

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## Duties of the Academic Advisor

- The academic advisor prepares a file for each assigned student. The file should include: the *student's data form, a list of courses in their major, the registration form, a recent copy of their academic record, and other administrative documents as needed.*
- The advisor must stay informed about registration, withdrawal, and add/drop dates as announced by the Deanship of Admissions and Registration.
- The advisor should be familiar with the college's academic plan and graduation requirements, ensuring that the student's schedule aligns accordingly.

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## General Guidance for the Student

- Organize periodic meetings, at least once at the beginning of each academic semester.
- Refer the student to appropriate resources to answer their inquiries and assist with study schedule planning.

- Ensure that the student understands their schedule and verify that there are no conflicts in lecture timing or location.
  - If a student has low attendance or weak academic performance, increase meeting frequency, discuss underlying issues, and refer serious cases to the academic advising committee.
  - Encourage effective time management and library usage.
  - Support the student in understanding their academic standing and planning for their future.
  - Coordinate with subject instructors to resolve academic difficulties.
  - Encourage students to recognize and develop their potential and creativity, in collaboration with instructors and staff.
  - Motivate students to participate in academic activities that enhance performance.
  - Identify struggling and high-achieving students, implementing tailored strategies to support or maintain their performance.
  - Guide students to adopt positive behavioral patterns, adapt socially, and improve peer interactions.
  - Provide psychological support through one-on-one meetings.
  - Conduct group sessions, seminars, or gatherings to promote interpersonal relationships.
  - Offer moral support by helping students address personal or academic problems through communication with the administration and implementation of effective solutions.
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## Treatment Plan for Academically Struggling Students

### Objective:

This plan aims to help academically struggling students improve their performance by analyzing the causes of their challenges—whether academic, psychological, or social—and developing appropriate solutions to help them overcome these difficulties.

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### First: Diagnosing the Causes

#### Methods:

- Conduct personal interviews with students to identify challenges.
- Use questionnaires to assess psychological, social, and academic conditions.
- Keep a record of student absences.
- Monitor exam scores; highlight students scoring below 60%.
- Consult instructors teaching the students' courses.

### Problem Identification Steps:

#### 1. Data Collection:

- Interview students about their learning difficulties.
- Review academic records to identify problem subjects.
- Consult faculty for insights on student performance.
- 

#### 2. Cause Analysis:

- **Academic Causes:**
    - Poor learning skills (e.g., memorization, time management)
    - Difficulty understanding content
    - Lack of focus during lectures
    - Frequent absences or tardiness
    - Weak exam and problem-solving skills
  - **Psychological Causes:**
    - Test anxiety, stress
    - Low self-confidence, frustration
    - Conditions such as depression or fear of failure
  - **Social Causes:**
    - Family issues affecting focus
    - Lack of social support or isolation
-

## Second: Developing a Treatment Plan According to the Causes

### A. Academic Reasons

- **Poor memory and time management skills:** Provide training courses on study skills and time management.
- **Difficulty with subjects:** The faculty member should contact the student to clarify difficult concepts.
- **Problems concentrating during lectures:** Guide the student in using effective note-taking techniques.
- **Frequent absences:** Follow up with the student and encourage regular class attendance.
- **Poor test-taking skills:** Provide training on test-taking strategies and techniques for handling different types of questions.

### B. Psychological Reasons

- **Anxiety and stress:** Offer counseling sessions with a psychologist and teach relaxation techniques; refer the student to the ARSHDNI platform at the university (Deanship of Student Affairs).
- **Low self-confidence:** Conduct motivational sessions focused on self-development.
- **Fear of failure:** Encourage the student to set small, achievable goals and work toward them gradually.

### C. Social Reasons

- **Individual counseling:** Provide one-on-one counseling sessions or refer the student to a social worker.

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## Third: Monitoring and Evaluation

### 1. Follow-Up Procedures:

- Create a monthly follow-up plan assessing progress in academic performance and general behavior.
- Submit regular advisor reports on student improvement.
- Conduct bi-weekly review sessions with students to discuss their progress and challenges.
- Reassess and adjust the treatment plan every three months and adjust it as needed..

### 2. Performance Indicators:

- Improved grades in difficult subjects
  - Increased class attendance and participation
  - Better psychological and social well-being
  - Achievement of academic and personal development goals
-

## General Regulations

**Academic Year:** Includes two main semesters: a regular semester and a summer semester.

- **Regular Semester:** At least 15 weeks, excluding registration and final exams.
- **Summer Semester:** No more than 8 weeks, with class hours doubled; excludes registration and final exams.
- Here is your content presented in a clear, organized table format:

## Definition of Terms

Term	Definition
<b>Academic Level</b>	Refers to the educational stage based on the approved study plans.
<b>Study Plan</b>	A collection of mandatory, elective, and free academic courses. Includes total credit units required for graduation in a specific major.
<b>Academic Course</b>	A subject of study with a unique number, code, name, and detailed description. Maintained in a course file by the department for follow-up, evaluation, and development. May have prerequisites or co-requisites.
<b>Study Unit</b>	One of the following: a lecture ( $\geq 50$ minutes), a theoretical lesson ( $\geq 100$ minutes), or a practical/lab session ( $\geq 50$ minutes).
<b>Academic Warning</b>	Issued when a student's GPA falls below the university's minimum threshold (e.g., below 2.00 out of 5.00).
<b>Grade of Semester Work</b>	Reflects performance during the semester, based on tests, research, and related activities.
<b>Final Exam</b>	Held once at the end of the semester to assess the student's understanding of the course.
<b>Final Exam Grade</b>	The grade obtained in the final exam of a course.
<b>Final Grade</b>	Total score out of 100, combining the semester work grade and the final exam grade.
<b>Assessment</b>	The final course grade represented by a percentage or letter symbol.
<b>Incomplete Grade</b>	Temporarily recorded when a student cannot complete course requirements on time. Indicated by (I) or (IC).
<b>Continuous Grade</b>	Used for courses continuing across semesters. Temporarily recorded as (M) or (IP).
<b>Semester Average (GPA)</b>	Total grade points earned divided by total credit hours attempted during a semester.
<b>Cumulative Average (CGPA)</b>	Total grade points from all courses since enrollment divided by total credit hours.
<b>Study Load</b>	The number of study units a student is allowed to register for in a semester, based on university regulations.
<b>Academic Warning:</b>	A student is given an academic warning if their GPA falls below 2.00 out of 5.00.



## Attendance Rules

- The student must regularly attend lectures and practical classes.
  - A student is **prohibited from entering the final exam** if their attendance rate is less than the minimum percentage determined by the university council, which must not be **less than 75%** of the total lectures and practical classes for each course.
  - A student who is not allowed to take the final exam due to insufficient attendance will receive a grade of "**Absent**" (H) or "**Failing**" (DN).
  - If a student's absence **exceeds 25%** of the total lectures and practical classes **without an accepted excuse**, they are prohibited from taking the final exam and are considered **to have failed the course**. The grade for coursework will still be recorded.
  - If a student is **absent from the final exam**, they will receive a **zero** for that exam, and the final grade for the course will be calculated based on the coursework grades, as approved by the university council.
  - In such cases, the student's result may be recorded with a grade of (I) or (W), and the semester will still be **counted toward the time limit** for meeting graduation requirements.
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## TRANSFER POLICIES

### Transfer Within University Colleges:

- A student may apply for a transfer to a different college through their account on the university's website.
  - The transfer must take place within the first four semesters of the student's initial registration.
  - To receive approval from both the current and target colleges, the student must meet the specific transfer requirements set by each college.
  - Once all necessary approvals are obtained, the transfer process is completed.
-

## **Transfer from One University to Another:**

To transfer from another university to Qassim University, the following conditions must be met:

- The student must have previously studied at a recognized college or university.
  - The student must not have been dismissed from the previous institution for disciplinary reasons.
  - The student must fulfill the transfer conditions established by the Qassim University Council.
  - The number of credit hours completed at Qassim University must be no less than 60% of the total required credit hours for the bachelor's degree.
  - The student must complete all graduation requirements within the maximum period allowed, and this period must not exceed the time spent at Qassim University as outlined in the study plan.
  - A student may transfer to another university during any academic year, following the procedures and deadlines announced by the receiving university and in accordance with general transfer regulations.
- 

## **VISITING STUDENTS**

### **First: A Student from the College Wishing to Study as a Visiting Student at Another University**

- The student must have a study record (including a cumulative GPA) for at least one semester at Al-Qassim University.
  - The student must have an academic record at the university where they intend to study as a visiting student.
  - The student must submit a course description of the subjects they wish to study at the host university, for equivalency review by the college. Once equivalency is determined, a letter is sent to the Deanship of Admissions and Registration to communicate with the host university.
  - The courses the student will study outside the university must be equivalent in content and credit hours.
-

- The maximum number of credit hours that may be counted from courses studied as a visiting student is 20% of the total graduation credit hours required by Al-Qassim University.
  - The grades of the equivalent courses taken as a visiting student are not included in the GPA calculation but are recorded in the academic record.
  - The student must provide the Deanship of Admissions and Registration with the results obtained within one week of the start of the first semester upon return.
  - The student is allowed to study as a visiting student for a maximum of two semesters.
- 

### Second: A Student from Another University Wishing to Study as a Visiting Student at Al-Qassim University

- The student must obtain a description of the courses they wish to study from the relevant college within Al-Qassim University, to be reviewed for equivalency by their home university. After approval, a letter specifying the equivalent courses is issued.
  - The selected courses must have similar content and credit hours as those in the student's academic plan.
  - The student must obtain approval from the college at Al-Qassim University to study the proposed courses.
  - The Deanship of Admissions and Registration registers the student for the approved courses through the appropriate authority.
  - Upon completion, the student receives a letter detailing the results of the courses studied.
- 

### STUDENT PORTFOLIO

- Each student should dedicate time to **preparing their academic file** in cooperation with their academic advisor.
  - The file should be **updated at the end of each semester**.
  - It should contain the following:
    - A copy of the student's **CV** and **academic record**.
    - Any **achievements** or **documented activities** (such as exams, projects, etc.).
-



- A report of **skills or knowledge acquired** through training, workshops, or conferences.
  - Records of **developmental activities**, such as participation in training and development sessions.
  - A report of any **services rendered to the university**, such as social services, medical convoys, lectures, or seminars.
  - A list of the student's **hobbies and extracurricular activities**; any **awards** obtained (academic or athletic) should be included.
  - A list of **scientific and professional organizations** the student has interacted with or is eligible to join.
  - A personal **write-up expressing future ambitions and aspirations**, with a **minimum of two pages**.
  - Any **additional templates or documents** required for the student counseling file.
- 

### Contents of Academic Counseling File

- Student's **CV**
  - A copy of the student's **academic record** for all semesters studied
  - Proof of any **course additions or withdrawals** made by the student
  - Samples of **deprivation notices** (if applicable)
  - Any **warnings** received by the student for misconduct
  - **Minutes of meetings** with the student, including topics discussed and the assistance or guidance provided in case of difficulties
  - Any other **relevant information** about the student
-

## Grade Calculation

Each course is based on the weight of the evaluation from (5) points as follows:

Weight (5)	Code	Grade	Percentage
5.0	+A	High excellent	95-100
4.75	A	Excellent	90 to less than 95
4.5	+B	High very good	85 less than 90
4.0	B	very good	80 less than 85
3.5	+C	High Good	75 less than 80
3.0	C	Good	70 less than 75
2.5	+D	High acceptable	65 less than 70
2.0	D	Acceptable	60 less than 65
1.0	H	Fail	Less than 60

The overall grade point average for the student is classified as follows:

1. The average is considered **Excellent** if it is not less than **4.50** out of **5.00**.
2. The average is considered **Very Good** if it is from **3.75 to less than 4.50** out of **5.00**.
3. The average is considered **Good** if it is from **2.75 to less than 3.75** out of **5.00**.
4. The average is considered **Acceptable** if it is from **2.00 to less than 2.75** out of **5.00**.

## Conclusion:

The academic advising team would like to emphasize that this guide serves as your academic and professional compass throughout your studies. It will help you understand the regulations and procedures, benefit from available resources, and achieve success. This guide is a comprehensive reference for your academic and professional journey. The college is always ready to support you in achieving your aspirations and building your future as a competent nurse and leader. Remember, excellence is not achieved through knowledge alone, but through perseverance and teamwork. We are proud to welcome you to the college community and look forward to your active participation in promoting the health and well-being of the community.

We wish you a fruitful academic journey and a successful professional future.

## Appendix A.

### Academic Advising Form

Date:

Time:

1- Personal data for the student	
▪ Student name:	▪ Semester:
▪ Academic year:	▪ Academic No:
▪ Level:	▪ Credits hours:
The number of warnings:	

The meeting issue between student and academic advisor	
Poor academic performance.	
Review the improvement in Subjects.	
Review and evaluate attendance.	
Review absences from exams.	
Other (mention).	

4- Recommendation of academic
.....
.....
.....
.....
.....
.....



Academic Advisor:	Student:
Name:	Name:
Signature:	Signature:



## Appendix B

### Summary report form for the academic advisor's meeting with the students

**Advisor name:**

**Meeting date:**

Student signature	level	students name	No.
			1.
			2.
			3.
			4.
			5.
			6.
			7.
			8.
			9.
			10.

### Objectives/activities of the meeting

• .....
• .....
• .....
• .....

## Summary of achievement

Objectives/Activities	complete	Not completed	In progress
1.			
2.			
3.			

## Summary of difficulties:

Objectives/activities	Difficulties
1.	
2.	
3.	

## Summary of objectives/activities of the upcoming meeting

1.
2.
3.

## Academic advisor notes

1.
2.
3.

Academic advisor signature:

Report date:

رؤية  
VISION 2030  
المملكة العربية السعودية  
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[qu.edu.sa](http://qu.edu.sa)

[qu.edu.sa/about\\_faculty/6](http://qu.edu.sa/about_faculty/6)

