

**Introductory Guide for the Early
Childhood Education Program
College of Education – Jouf University
AH 1447**



Table of Contents

Page No	Title	NO
3	Head of Department's Message	1
4	Program Establishment	2
4	Vision, Mission, and Objectives of the Early Childhood Education Program	3
5	Learning Outcomes of the Early Childhood Education Program	4
6	Characteristics of Early Childhood Education Program Graduates	5
6	Career Fields for Early Childhood Education Program Graduates	6
7	Admission Requirements for the Program	7
7	Admission Stages and Procedures	8
7	Study System and Duration of the Program	9
8	Current Study Plan of the Program	10
9	Updated Study Plan of the Program	11
16	Academic Procedures Applied in the Program	12
16	Attendance and Withdrawal from Study	13
18	Services Provided to Program Students: A. Academic and Student Advising	14
19	B. Learning Resources	15
19	C. Student Activities	16
20	D. Classrooms, Laboratories, and Equipment	17
20	E. E-Learning	18
21	Rights of University Students	19
22	Duties of University Students	20
23	Academic Complaints and Grievances	21
24	Career Guidance and Counseling in the Program	22
25	Definitions of the Regulations Applied in the Program (Appendix)	23

Message from the Head of the Early Childhood Education Department

In the name of Allah, the Most Gracious, the Most Merciful.

All praise is due to Allah, and may peace and blessings be upon the most honorable of prophets and messengers.

It is my pleasure to welcome you to the Department of Early Childhood Education at the College of Education. This department represents a vital foundation for preparing a generation of specialists capable of effectively contributing to building a bright future for our children.

Early childhood is the most crucial stage in a person's life, as it shapes the beginnings of cognitive, social, and emotional development. From this perspective, the department is committed to providing advanced academic and training programs based on the latest international standards and best educational practices.

At the Department of Early Childhood Education, we believe in the essential role of educators and teachers in making a real difference. Therefore, we strive to empower our students with the necessary knowledge and skills and to provide them with educational and training opportunities that foster creativity, innovation, and leadership. We aim to prepare them for high-quality scientific research, effective community service, and active participation in developing the early childhood field in alignment with the evolving needs and aspirations of society.

We are also keen to strengthen our community partnerships and enhance the department's role in research and initiatives that contribute to developing educational policies and improving the quality of life for children and their families.

In conclusion, I reaffirm our department's commitment to continuing excellence and dedication in a manner that aligns with the ambitions of Saudi Vision 2030, reinforcing the importance of early education as a cornerstone of sustainable development.

Program Establishment

The Department of Kindergarten was established at the College of Education, Jouf University in accordance with Resolution No. (10209/MB) dated 1/12/1429 AH.

In 1440 AH, a decision was issued by the University President, based on the authority granted to him under Article 44 of the Higher Education Council and Universities System (Royal Decree No. M/8, dated 04/06/1414 AH), and pursuant to the decision of the Temporary Committee entrusted with the duties of the Higher Education Council in its 19th meeting held on 7/3/1440 AH, to change the department's name from "Department of Kindergarten" to "Department of Early Childhood Education" at the College of Education in Sakaka.

The department grants a Bachelor's degree to students upon the successful completion of all program requirements.

Vision, Mission, and Objectives of the Early Childhood Education Program

Program Vision

Excellence in the field of early childhood education—academically, scientifically, and socially—in alignment with local and global developments.

Program Mission

To prepare scientifically, professionally, and research-qualified personnel in the field of early childhood education who possess competitive skills in the labor market and contribute effectively to community service.

Program Objectives

- To enhance the overall quality of the Early Childhood Education Program.
- To develop the educational competencies of pre-service teachers in alignment with labor-market needs in the field of early childhood education.
- To strengthen the level of scientific research efficiency in accordance with contemporary trends in early childhood education.
- To promote community engagement that meets societal needs in the field of early childhood.

Learning Outcomes of the Early Childhood Education Program

Area	Symbol	Learning Outcomes
Interpret facts, concepts, principles, theories, and processes related to the philosophy of early childhood curricula.	K1	Knowledge and Understanding
Identify modern trends in early childhood curricula and address key issues and challenges associated with them.	K2	
Analyze cognitive and specialized skill-based experiences in the field of early childhood education.	K3	
Identify the problems and issues facing children and develop creative solutions for them.	K4	
Apply modern strategies, theories, approaches, and specialized skills in early childhood education.	S1	Skills
Effectively plan, implement, and evaluate teaching and learning processes for early childhood students in real learning environments.	S2	
Design a classroom environment that promotes active learning and creativity among both regular children and those with special needs.	S3	
Employ research and technological skills to generate new ideas and address professional and specialized problems in early childhood education.	S4	
Communicate effectively with children, families, and community institutions to make joint decisions that address behavioral and developmental issues in early childhood.	S5	
Demonstrate professional ethics, national identity, and loyalty within the framework of high Islamic values.	V1	Values
Communicate effectively within a team, while maintaining independence and decision-making ability.	V2	
Interpret facts, concepts, principles, theories, and processes related to the philosophy of early childhood curricula.	V3	

Characteristics of Early Childhood Education Program Graduates

1. Possess comprehensive knowledge of the fundamental theories and concepts of early childhood and effective teaching methods for young children.
2. Master strategies for effective interaction with children based on developmental characteristics.
3. Demonstrate critical thinking, analytical, and inquiry skills in educational practices.
4. Ability to address behavioral and educational challenges according to modern scientific theories.
5. Possess research skills to address educational issues.
6. Ability to practically apply acquired concepts and theories in learning environments.
7. Master effective communication skills and demonstrate community engagement with leaders, parents, and society.
8. Take responsibility for self-learning and continuous professional development.
9. Adhere to professional and academic ethics and embody a spirit of responsible citizenship.
10. Utilize modern technology in education to enhance pedagogical practices.

Career Fields for Program Graduates

- Early Childhood Teacher
- Educational Supervisor for Public or Private Kindergartens
- Educational Specialist in Education and Evaluation Departments
- Child Development Specialist in Hospitals
- Faculty Member in the Field of Early Childhood Education
- Researcher Specialized in Early Childhood Education
- Employment in Civil Society Institutions (Disability Services – Orphan Care)
- Career in Child Psychological and Behavioral Counseling
- Development of Educational Software for Kindergartens
- Entrepreneur in the Field of Early Childhood Education

Admission Requirements for the Program

1. The applicant must hold a General Secondary Education Certificate or its equivalent from inside or outside the Kingdom.
2. The applicant must be a Saudi national or the daughter of a Saudi mother.
3. The applicant must have taken the General Aptitude Test (Qiyas) conducted by the National Center for Assessment.
4. The applicant must be medically fit in accordance with the admission policies of each college.
5. The applicant must meet any additional requirements determined by the University Council.
6. If employed in a governmental or private institution, the applicant must obtain official approval from her employer to pursue studies.
7. A student who is already registered for another university degree, whether at Jouf University or any other institution, is not eligible for admission.
8. The applicant must not have been dismissed from Jouf University or any other university for academic or disciplinary reasons.

Stages and Procedures of Admission

First Stage: Electronic Application Stage

In this stage, high school graduates are given the opportunity to enter their information through the National Unified Admission Platform during the specified period. Once the application is completed, the applicant will receive an application number via SMS, which serves as confirmation of the submitted request.

Second Stage: Comparison and Nomination Stage

During this stage, applicants' data are verified, and they are competitively nominated for their selected preferences based on the weighted average and the available seats.

Third Stage: Announcement of Results and Admission Confirmation

During this stage, admission results are announced, and the electronic portal is opened for nominated applicants to confirm their admission and obtain their university ID number.

If an applicant fails to confirm admission within the specified period, her admission will be canceled.

Program Duration and Study Plan

Program Duration

The duration of study in the program is four years, divided into eight levels (semesters).

Current Study Plan

Percentage of Total Study Plan	Total Credit Hours	Type	Requirement
12.97%	17	Compulsory	University Requirements
----	----	Elective	
34.35%	45	Compulsory	College Requirements
----	----	Elective	
52.67%	69	Compulsory	Department Requirements
----	----	Elective	
100%	131	—	Total

Study Plan for the Early Childhood Education Program – Total Credit Hours (131) (Current)

Level 5			
2	Psychology of Play	CHG	236
3	Childhood Problems	CHG	331
3	Measurement and Evaluation	CHG	335
2	Development of Language Concepts and Skills	CHG	352
2	Educational Systems in the Kingdom and the World	ED	341
2	مبادئ حقوق الانسان	IC	105
2	النظام الاقتصادي في الإسلام	IC	103
2	تقنيات التعليم والاتصال	ITE	241
3	Developmental Psychology (1)	PSY	111
21	Total		
Level 6			
2	Readings in Early Childhood Education (in English)	CHG	220
2	Independent Study	CHG	282
2	Management of Nurseries and Kindergartens	CHG	341

المستوى الأول			
3	English Language	ENGL	101
2	Principles of Educational Research	PSY	113
2	Language Skills	ARAB	101
2	Introduction to Teaching	CI	333
3	Foundations of Islamic Education	ED	101
12	Total		
Level 2			
2	Arabic Writing Skills	ARAB	103
3	Introduction to Kindergarten	CHG	100
2	The Child in Islam	CHG	110
2	Modern Trends in Child Education	CHG	120
3	Development of Artistic and Motor Skills	CHG	151
2	Religious and Social Education	CHG	212
14	المجموع		

2	Development of Mathematical Concepts and Skills	CHG	354
2	Development of Scientific Concepts and Skills	CHG	356
2	Teaching Problems	CI	325
2	General Curriculum and Teaching Methods	CI	330
2	Foundations of the Political System in Islam	IC	104
3	Learning Theories	PSY	323
19	Total		

Level 7			
2	Child Guidance and Counseling	CHG	232
3	Psychology of the Exceptional Child	CHG	433
6	Field Training in Kindergarten	CHG	459
2	Comparative Education	ED	321
1	Production and Use of Educational Aids	ITE	250
2	Educational Evaluation	PSY	151
16	Total		

Level 8			
2	Child Culture	CHG	438
6	Field Training in Kindergarten	CHG	461
3	Seminar in Kindergarten	CHG	480
2	Educational Problems	ED	441
3	Psychology of Motivation and Emotion	PSY	205
16	Total		

Level 3			
2	Art Formation Using Recyclable Materials	ARED	303
2	Local and International Child Organizations	CHG	241
2	Kindergarten Curricula	CHG	250
2	Child Nutrition	CHG	260
2	Sociology of Education	ED	222
2	History of Islamic Education	ED	231
2	Introduction to Islamic Culture	IC	101
2	Art Formation Using Recyclable Materials	MG	352
16	Total		

Level 4			
2	Children's Drawings and Their Developmental Stages	ARED	201
3	Socialization	CHG	230
2	Computer and Its Educational Applications	CI	250
2	School Health	ED	223
2	Islam and Society Building	IC	102
3	Educational Television Programs for Children	ITE	267
3	Educational Psychology	PSY	221
17	Total		

Updated Study Plan for the Early Childhood Education Program

Percentage	Credit Hours	Number of Courses	Type	Component
9%	12	6	Compulsory	University Requirements
—	—	—	Elective	
15%	19	8	Compulsory	College Requirements
—	2	1	Elective	
76%	82	30	Compulsory	Program Requirements
—	2	1	Elective	
—	3	1	Compulsory	Graduation Project
—	18	3	Compulsory	Field Training
—	—	—	—	Internship Year
—	—	—	—	Others
138	50	—	Total	

Level 1:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
University	—	—	—	—	—	—	2	University Elective Course (1) – Group 1	—	1
University	—	—	—	—	—	—	2	University Elective Course (2) – Group 1	—	2
College	—	—	0	0	0	2	2	Foundations of Islamic Education	ED 1151	3
College	—	—	0	0	0	3	3	Developmental Psychology	PSY 1131	4
College	—	—	0	0	0	3	3	Introduction to Teaching	CI 1141	5
Program	—	—	0	2	0	2	3	Introduction to Early Childhood Education	ECE 1111	6

Program	—	—	0	2	0	2	3	Development of Artistic and Motor Skills	ECE 1121	7
—	—	18	—				—	Total		

Level 2:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
University	—	—	—	—	—	—	2	University Elective Course (3) – Group 2	—	1
University	—	—	—	—	—	—	2	University Elective Course (4) – Group 2	—	2
College	—	—	0	2	0	1	2	Technology Integration in Learning	ITE 1161	3
Program	—	—	0	0	0	2	2	Childhood Legislation and Organizations	ECE 1112	4
Program	—	—	0	0	0	2	2	Mother and Child Health	ECE 1113	5
Program	—	PSY 1131	0	0	0	2	2	Child Psychology	ECE 1131	6
Program	—	—	0	0	0	3	3	Modern Trends in Child Education	ECE 1114	7
Program	—	—	0	2	0	2	3	Motor Education for the Child	ECE 1115	8
—	—	18	—				—	Total		

Level 3:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
University	—	—	—	—	—	—	2	University Elective Course (5) – Group 2	—	1
University	—	—	—	—	—	—	2	University Elective Course (6) – Group 2	—	2
College	—	—	0	0	0	2	2	Learning Theories	PSY 1231	3
Program	—	PSY 1131	0	0	0	3	3	Psychology of the Exceptional Child	ECE 1231	4

Program	—	ITE 1161	0	2	0	2	3	Digital Education in Early Childhood	ECE 1241	5
Program	—	—	0	2	0	2	3	Religious and Social Concepts	ECE 1211	6
Program	—	ECE 1111, PSY 1131	0	2	0	2	3	Developmentally Appropriate Practices in Early Childhood	ECE 1232	7
—	—	18	—				—	Total		

Level 4:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
College	—	—	0	0	0	2	2	Educational Psychology	PSY 1232	1
Program	—	ECE 1131	0	2	0	1	2	Psychology of Play	ECE 1233	2
Program	ECE 1242	—	0	2	0	2	3	Child Learning Environments	ECE 1212	3
Program	—	—	0	2	0	2	3	Child Culture and Literature	ECE 1221	4
Program	—	—	0	2	0	2	3	Family and Community Partnership in Early Childhood	ECE 1213	5
Program	—	ECE 1111	0	2	0	2	3	Early Childhood Curricula and Teaching Methods	ECE 1242	6
Program	—	—	—	—	—	—	2	Program Elective Course	—	7
—	—	18	—				—	Total		

Level 5:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
College	—	ECE 1231	0	0	0	2	2	Fundamentals of Dealing with Persons with Disabilities and Giftedness	SPC 1321	1
Program	—	Completion of 65 Credit Hours	0	0	0	2	2	Readings in Early Childhood (in English)	ECE 1311	2
Program	—	ECE 1131	0	2	0	2	3	Early Childhood Problems	ECE 1331	3
Program	—	ECE 1242	0	2	0	2	3	Development of Language Skills in Early Childhood	ECE 1312	4
Program	—	ECE 1212	0	0	0	2	2	Management of Early Childhood Environment	ECE 1313	5
Program	—	ECE 1233	0	2	0	2	3	Play Applications in Early Childhood	ECE 1314	6
Program	—	ECE 1232, ECE 1312, ECE 1331	2	0	0	2	3	Field Experience (1)	ECE 1351	7
—	—	18	—			—	—	Total		

Level 6:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
Program	—	PSY 1131, ECE 1331	0	2	0	2	3	Assessment in Early Childhood Education	ECE 1332	1
Program	—	PSY 1231, ECE 1242	0	0	0	2	2	Independent Study	ECE 1333	2
Program	—	ECE 1242	0	2	0	2	3	Development of Mathematical Concepts and Skills in Early Childhood	ECE 1315	3

Program	—	ECE 1242	0	2	0	2	3	Development of Scientific Concepts and Skills in Early Childhood	ECE 1316	4
Program	—	ECE 1331, PSY 1131	0	0	0	2	2	Children's Drawings and Their Developmental Stages	ECE 1321	5
Program	—	ECE 1351, ECE 1315, ECE 1316	4	0	0	1	3	Field Experience (2)	ECE 1352	6
College	—	—	—	—	—	—	2	College Elective Course	—	7
—	—	18	—				—	Total		

Level 7:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
College	—	SPC 1321	0	0	0	3	3	Early Intervention	SPC 1421	1
Program	—	ECE 1131, ECE 1331	0	2	0	2	3	Child Guidance and Counseling	ECE 1431	2
Program	—	Completion of 90 Credit Hours	0	2	0	2	3	Development of Thinking Skills	ECE 1432	3
Program	—	ECE 1242	0	2	0	2	3	Designing Programs and Activities in Kindergartens	ECE 1441	4
Program	—	ECE 1333	0	4	0	1	3	Seminar (Graduation Project)	ECE 1433	5
Program	—	ECE 1242	0	0	0	3	3	International Curricula in Early Childhood Education	ECE 1442	6
—	—	18	—				—	Total		

Level 8:

Requirement Type (University / College / Program)	Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
Program	—	Completion of 117 Credit Hours, ECE 1352	24	0	0	0	12	Field Training in Early Childhood Education	ECE 1451	1
—	—	12	—			—	Total			

List of Program Elective Courses

The student must select one (1) course with a total of 2 credit hours from the following courses:

Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
—	ECE 1111	0	2	0	1	2	Child Art	ECE 1222	1
—	ECE 1111	0	2	0	1	2	Child Theater and Drama	ECE 1223	2
—	ECE 1111	0	2	0	1	2	Art Formation Using Recyclable Materials	ECE 1224	3
—						—	Total		

List of College Elective Courses

The student must select one (1) course with a total of 2 credit hours from the following courses:

Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
—	Completion of 85 Credit Hours	0	0	0	2	2	Inclusive Education	SPC 1322	1
—	Completion of 85 Credit Hours	0	0	0	2	2	Introduction to Learning Disabilities	SPC 1323	2
—	Completion of 85 Credit Hours	0	0	0	2	2	Foundations and Organization of Curricula	CI 1341	3

—	Completion of 85 Credit Hours	0	0	0	2	2	Educational Technology and Communication	ITE 1361	4
—	Completion of 85 Credit Hours	0	0	0	2	2	Local and International Educational Systems	ED 1351	5
—	Completion of 85 Credit Hours	0	0	0	2	2	Child Mental Health	PSY 1331	6
—	Completion of 85 Credit Hours	0	0	0	2	2	Classroom Environment Management	ED 1352	7
—	Completion of 85 Credit Hours	0	0	0	2	2	Principles of Educational Research	PSY 1332	8
—	Completion of 85 Credit Hours	0	0	0	2	2	Measurement and Evaluation	PSY 1333	9
—	Completion of 85 Credit Hours	0	0	0	2	2	Educational Leadership	ED 1353	10
—						—	Total		

List of University Elective Courses (Group 1)

The student must select two (2) courses with a total of 4 credit hours from the following courses:

Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
—	—	0	0	0	2	2	The Holy Qur'an	ISL 1100	1
—	—	0	0	0	2	2	Qur'an Interpretation	ISL 1101	2
—	—	0	0	0	2	2	Creed and Family in Islam	ISL 1102	3
—	—	0	0	0	2	2	Arabic Language Skills	ARB 1102	4
—	—	0	0	0	2	2	History and Civilization of the Kingdom of Saudi Arabia	EDU 1101	5
—	—	0	0	0	2	2	Islamic Ethics and Values	EDU 1104	6
—	—	0	0	0	2	2	Learning and Communication Skills	EDU 1105	7
—						—	Total		

List of University Elective Courses (Group 2)

:The student must select four (4) courses with a total of 8 credit hours from the following courses

Corequisite	Prerequisite	Training	Practical	Tutorial	Lecture	Credit Hours	Course Title	Course Code	No.
—	—	0	0	0	2	2	General English Language	ENGL 1101	1
—	—	0	0	0	2	2	Entrepreneurship	BUS 1101	2
—	—	0	0	0	2	2	Principles of Project Management	BUS 1102	3
—	—	0	0	0	2	2	Principles of Financial Literacy	BUS 1103	4
—						—	Total		

Academic Procedures Applied in the Program

A. Attendance and Withdrawal from Study

- 1) A regularly enrolled student must attend all lectures and practical sessions. A student who attends less than the minimum attendance percentage set by the University Council — which shall not be less than 75% of the scheduled lectures and practical sessions for each course — shall be barred from taking the final examination of that course. The student shall be considered failed in the course, and the grade “Denied” (DN) shall be recorded.
- 2) The course instructor is responsible for recording student attendance in the registration system, and the system automatically determines students who are barred based on the approved number of sessions for each course.
- 3) The College Council, or its designee, may accept excuses submitted by students. In such cases, the student’s attendance shall be marked as “Absent with Excuse”, and the absence shall not count toward the denial percentage.
- 4) The College Council, or its designee, may — as an exception — lift the denial and allow the student to take the final exam, provided that an acceptable excuse is submitted. The University Council determines the minimum attendance required in such cases, which shall not be less than 50% of the scheduled lectures and practical sessions. A student who attends less than 50% of the total sessions shall not be allowed to sit for the exam.
- 5) A student who is absent from the final examination shall receive a grade of zero (0) for that exam, and the final grade in the course will be calculated based on the semester work completed.
- 6) If a student is unable to attend the final examination for a valid, compelling reason, the College Council — in exceptional cases — may accept the excuse and permit the student to take a make-up exam within a period not exceeding the end of the following semester. The final grade will be based on the result of the make-up exam.
- 7) The College Council, or its designee, may — in cases of extreme necessity — approve a student’s excuse and allow for a make-up exam within a period not exceeding the end of the following semester.
- 8) A student may withdraw from an entire semester without being considered failed, provided that an acceptable excuse is submitted to the authority designated by the University Council within the time frame specified in the university’s executive regulations. In such cases, the grade “W” (Withdrawal) is recorded, and the semester is counted toward the maximum duration allowed for graduation.
- 9) A student may withdraw from one or more courses during the semester with an accepted excuse, according to the university’s executive regulations.
- 10) The student must submit a withdrawal request from the semester at least two weeks before the start of the final examinations.
- 11) The College Council, or its designee, shall decide on withdrawal requests while ensuring compliance with the time limit for completing graduation requirements as stated in Article 20.
- 12) The student must submit a withdrawal request from a course at least two weeks before the start of the final examinations, provided that the student’s attendance has not fallen below the limit specified in Article 9. The grade “W” (Withdrawal) shall be recorded for the withdrawn course.

B. Postponement and Interruption of Study

- 1) A student may submit a request to postpone her studies for a level, a semester, or a full academic year if she provides a valid excuse accepted by the authority designated by the University Council.
- 2) The maximum allowable period for postponement is two consecutive semesters or three non-consecutive semesters during her entire period of study at the university.
- 3) After exceeding this limit, the student's enrollment shall be terminated, and the postponement period shall not be counted within the time limit required to complete graduation requirements.
- 4) The College Council, or its designee, is responsible for deciding on postponement requests, taking into consideration the maximum duration allowed for completing the degree requirements.
- 5) The deadline for submitting a postponement request is before the end of the semester preceding the intended semester of postponement.
- 6) The postponement request shall be processed within one week from the date of submission.
- 7) A student may withdraw her postponement request within one week after its approval.
- 8) The committee in charge of academic affairs for female students may, in exceptional cases, grant an exemption from these conditions.
- 9) The postponement period shall not be counted toward the maximum time allowed for completing graduation requirements.
- 10) A student shall not be considered discontinued from study for the semesters during which she studies as a visiting student at another university.
- 11) The student is responsible for submitting the postponement request through her account on the university's electronic academic portal and ensuring that the request has been officially approved in the system.

C. Re-enrollment:

1- A student whose enrollment has been terminated may apply for re-enrollment using her previous university ID number and academic record, in accordance with the following regulations

- The student must submit a re-enrollment request within four academic semesters from the date of termination of enrollment.
- The College Council and the relevant university authorities must approve the student's re-enrollment.
- If four or more semesters have passed since the student's enrollment was terminated, and the student has no more than 25% of the credit hours remaining to complete her graduation requirements, she may apply to the university as a new student, without reference to her previous academic record, provided that she meets all current admission requirements.

- The University Council may grant exceptions to this rule in accordance with specific regulations issued by the Council.
- A student may not be re-enrolled more than once. However, the University Council may, in cases of necessity, approve an exception.
- A student whose enrollment was terminated due to academic dismissal is not eligible for re-enrollment.

2- A student who has withdrawn her academic file from the university may be re-enrolled under her previous academic record if she submits a re-enrollment request no later than the end of the semester following the withdrawal, provided that she was not academically dismissed.

3- A student who has been dismissed from the university for academic or disciplinary reasons, or who has been dismissed from another university for disciplinary reasons, is not eligible for re-enrollment.

If it is discovered after re-enrollment that the student had previously been dismissed for such reasons, her re-enrollment shall be canceled retroactively from the date of re-enrollment.

D. Graduation:

- 1) A student graduates after successfully completing all graduation requirements according to the approved study plan, provided that her cumulative GPA is not lower than the minimum set by the University Council for her major, and in no case less than "Pass."
- 2) The College Council, based on the recommendation of the relevant Department Council, may specify additional courses for the student to take in order to raise her cumulative GPA, if she has passed all required courses but failed to achieve the minimum required GPA.

E. Dismissal from the University:

- 1) A student shall be dismissed from the university in the following cases:
- 2) If she receives three consecutive academic warnings due to her cumulative GPA falling below the minimum required for graduation.
- 3) The University Council, upon the recommendation of the College Council, may grant a fourth opportunity to a student who is likely to raise her cumulative GPA by enrolling in available courses.
- 4) If she fails to complete all graduation requirements within a period not exceeding one and a half times the normal duration of the program.
- 5) The University Council may grant an exceptional extension allowing the student to complete graduation requirements, provided that the total duration does not exceed twice the original program length.

- 6) The University Council may, in exceptional cases, grant an additional extension not exceeding two semesters to address individual student circumstances.
- 7) A low cumulative GPA during the summer semester shall not be counted among the consecutive warnings that result in dismissal.

Services Provided to Program Students

A. Academic and Student Advising

- Each student enrolled in the program is assigned an academic advisor whose role is to monitor and support the student's academic progress until graduation.
- At the beginning of each semester, the academic advisor provides guidance and advice to students regarding course selection, the add/drop process, and other academic consultations they may require.
- Every academic advisor allocates weekly advising hours to meet with students, provide counseling, and assist them in overcoming any academic difficulties they may face.
- Electronic communication with students is conducted through various channels such as email, social media platforms, and e-learning systems.
- At the beginning of each semester, every advisor creates a personal advising file for each student under her supervision.
- The advisor ensures an environment conducive to student development, helping students build positive social relationships with peers, faculty members, and university staff, as well as develop effective coping strategies to handle academic challenges throughout their studies.
- Students are provided with awareness and guidance on academic difficulties, study skills, and time management, helping them develop learning strategies that enhance academic achievement and personal adjustment.
- Advisors assist students in choosing suitable academic specializations based on their interests, abilities, and career aspirations, while aligning with labor market needs.
- Talented and outstanding students are encouraged and motivated to achieve higher levels of excellence, and are guided to invest their abilities and potential in fields that match their interests and aptitudes.

B. Learning Resources:

- Classrooms equipped with electronic learning platforms.
- Specialized journals and periodicals in the field of early childhood education.
- The University Library.

C. Student Activities

- Identifying and developing students' talents and utilizing their creative potential in productive and beneficial ways.
- Supervising extracurricular activities organized within the department.
- Developing an activity plan for the committee each semester and following up on its implementation.
- Fostering national awareness and pride among students by engaging them in community service activities and events.
- Providing students with additional knowledge and skills, while instilling noble values and positive behaviors.
- Encouraging a spirit of healthy competition among students through participation in activities and contests, which help strengthen their social relationships with peers, faculty, and the wider community.

D. Classrooms, Laboratories, and Facilities

- Program students have access to all departmental and university facilities and equipment, including:
- Classrooms (equipped with data projectors).
- Offices, computers, and printers.
- Video-conference halls and activity rooms.
- Meeting rooms, a prayer area (Musalla), and the cafeteria.

E. E E-Learning

- The program is committed to integrating the Blackboard Learning Management System (LMS) into teaching, learning, and student follow-up processes.
- It utilizes the system's tools and capabilities to establish a comprehensive digital learning environment, making full use of its features to enhance the quality of education and maximize the benefits of the electronic library and other online academic resources.

University Student Rights

- The right to obtain a university ID card and benefit from all services and facilities provided by the university in accordance with applicable regulations, decisions, and academic customs.
- The right to a supportive academic environment and an appropriate learning atmosphere that ensures high-quality education consistent with the university's vision and mission.
- The right to be informed about study plans, registration procedures, and enrollment rules available in the university's system.
- The right to request the implementation of academic procedures such as course add/drop and others, in accordance with official requirements and the academic calendar issued by the university.
- The right to transfer from one college to another within the university, from one academic department to another, or to change the mode of study in a course (e.g., to distance learning and vice versa), in accordance with transfer policies and available resources within the college.
- The right to receive academic materials and course content in a suitable learning environment that facilitates comprehension and achievement.
- The right to the proper scheduling of lectures, exams, and office hours, and to the completion of all theoretical and practical hours. No class or session may be canceled except when necessary and only after prior announcement, with replacement sessions arranged in coordination with students.
- The right to confidentiality regarding any complaint filed by a student against a faculty member.
- The right to have examination questions aligned with the course content, to be informed of her results, and to review her final exam answers in accordance with university regulations and policies.
- The right to be informed of grades for each course, as well as periodic and final exam results, after grading is completed.
- The right to confidentiality of the student's academic record and file contents.
- The right to be notified of any warnings, notices, or exam bans, including the reasons for such actions, well before the final exam date.
- The right to freely express opinions and engage in discussions on academic and educational matters concerning the student, provided that such conduct remains within the bounds of proper behavior and complies with university rules and regulations.
- The right to be informed of sources for accessing university regulations and policies, through the university website, the Deanship of Admission and Registration, the Deanship of Student Affairs, and other relevant entities.
- The right to receive the official graduation certificate upon completion of all graduation requirements, in accordance with university policies, and within the timeframe specified for certificate issuance.
- The right to communicate with faculty members through various means such as email, office hours, and other approved channels of communication.

University Student Responsibilities

- Comply with all university regulations, bylaws, instructions, and decisions issued for their implementation.
- Refrain from any behavior that violates Islamic ethics or public morals.
- Avoid any form of forgery, falsification, or misuse of university records, including official documents and academic certificates.
- Attend classes regularly and fulfill all academic requirements for each course.
- Follow the rules and procedures related to the preparation of research papers, reports, and examinations.
- Abstain from cheating, attempting to cheat, assisting others in cheating, or violating examination regulations in any way.
- Do not disrupt lectures through talking, shouting, or entering or leaving the classroom without the instructor's permission.
- Treat all university personnel and guests with respect, and refrain from any form of insult or inappropriate behavior, whether verbal or physical.
- Do not attend lectures for courses in which the student is not officially enrolled, unless special permission is granted by the course instructor.
- Comply with all instructions given by supervisors or proctors in examination halls or laboratories, and maintain order and quiet during exams.
- Abide by any disciplinary action imposed for violations of university rules and regulations.
- Evaluate faculty members honestly and responsibly using the official evaluation forms prepared for this purpose.

Academic Complaints and Grievances

Mechanisms and Procedures

- A special regulation governs student grievances and complaints, outlining specific procedures for handling such cases.
- Every student has the right to obtain a copy of the "Student Rights Regulation", available through the relevant committee or college.
- The student shall submit her complaint to her academic advisor.
- If the complaint concerns the academic advisor, the student may submit it directly to the Head of Department.
- The academic advisor forwards the complaint to the Head of Department for review and necessary action, after which it is referred to the Grievance and Complaints Committee for consideration.
- The committee or unit members review and verify the validity and seriousness of each complaint.
- Incomplete or unsigned submissions or complaints lacking the student's identifying information are not accepted.
- The responsible party involved in the complaint is identified, and the matter is reported to the Head of Department and the Dean of the College to ensure that the student's rights are restored.
- The Complaints and Grievances Committee shall inform the student of the outcome of her grievance within 30 days from the date of submission.
- All grievances submitted by students are treated with strict confidentiality, accessible only to the academic advisor, the subcommittee for complaints and grievances, and authorized personnel.

- The committee or competent authority has the right to refer the case to the College Disciplinary Committee if deemed necessary.
- The student has the right to appeal any decision issued against her by submitting a written objection to the Dean of the College, who then forwards it to the appropriate authority for review.

Career Guidance and Counseling in the Program

The Early Childhood Education Program provides a variety of career guidance and counseling services designed to help students identify their abilities, competencies, and interests, make informed educational, training, and career decisions, and manage their academic and professional development paths across different life settings.

These services may be offered individually or in groups, either face-to-face or remotely (via phone, email, or other digital means).

They include the provision of career information and resources, such as brochures, guides, self-assessment tools, interest inventories, informal exercises, individual counseling, and career education programs that promote self-awareness, career management skills, and informed career exploration.

Such services are available in schools, universities, training centers, employment offices, and private sector institutions, contributing to students' professional growth and successful career planning.

:Career guidance and counseling services provided to students in the program include •

- Helping students clarify their goals and aspirations.
- Developing students' self-awareness regarding their strengths and skills, and how to further develop and apply them.
- Assisting students in making mature and appropriate career decisions to develop, maintain, and acquire new professional skills.
- Supporting students in managing career transition stages effectively.
- Helping students adapt to unplanned career changes, including cases such as sudden unemployment.
- Assisting students who face challenges in accessing or succeeding in the job market.
- Raising students' awareness of available opportunities and how to effectively access them.
- Helping students connect their abilities, interests, and skills with learning, training, and employment opportunities to achieve their academic, professional, and entrepreneurial goals.
- Supporting students in adapting to educational opportunities both inside and outside the academic environment, enhancing their readiness for the labor market.
- Encouraging students to actively participate in educational and training programs aligned with their interests and capabilities, increasing their likelihood of successful completion.

- Removing academic and career barriers that may hinder student progress.
- Developing students' career skills and employability to enable their effective participation in the workforce and to contribute to sustainable economic development.

Appendix(١)

Definitions of Regulations Applied in the Program

Table1

Term Definition	
Academic Year	Consists of two main semesters and a summer semester, if applicable.
Semester	A period of no less than fifteen (15) weeks during which courses are taught. The registration and final examination periods are not included in this duration.
Summer Semester	A period of no more than eight (8) weeks, excluding the registration and final examination periods. The class time per course is doubled during this term.
Study Plan	A set of compulsory, elective, and free courses that together constitute the graduation requirements. Students must successfully complete all courses in the plan to obtain their academic degree in the specified major.
Academic Level	Indicates the stage of study according to the approved study plans.
Course	A subject included in the approved study plan of each specialization (program). Each course has a number, code, title, and detailed description of its content and level. The department maintains a course file for purposes of monitoring, evaluation, and development. Some courses may have prerequisites or corequisites.
Credit Hour	Represents one weekly theoretical lecture of not less than 50 minutes, or one practical or field session of not less than 100 minutes.
Study Load	The total number of credit hours a student is permitted to register for in a given semester. The maximum and minimum limits of the study load are determined by the university's executive regulations.
Academic Warning	A notification issued to a student whose cumulative GPA falls below the minimum required level as specified in these regulations.
Coursework Grade	The grade assigned for academic work completed during the semester, including tests, research projects, and other learning activities related to the course.

Table 2

Definition Term	
An examination conducted once at the end of the semester for each course.	Final Examination
The score obtained by the student in the final examination of the course for that semester.	Final Examination Grade
The sum of the coursework grade and the final examination grade for each course. The total grade is calculated out of 100 points.	Final Grade
A description of the percentage or letter symbol representing the final grade obtained by the student in any course.	Grade (Evaluation)
A temporary grade recorded for a course in which the student could not complete the required work within the scheduled time. It is indicated in the academic record with the letter (IC) or (J).	Incomplete Grade
A temporary grade recorded for a course that, by nature, extends over more than one semester to complete. It is indicated with the symbol (IP) or (م).	In-Progress Grade
The result of dividing the total grade points earned by the total credit hours registered in a given semester. Grade points are calculated by multiplying the course credit hours by the grade weight achieved in each course.	Semester GPA
The result of dividing the total grade points earned in all courses studied since enrollment by the total credit hours of those courses.	Cumulative GPA
A description of the student's academic performance level throughout the entire period of study at the university.	Overall Grade (Standing)
A structured set of courses designed to prepare the student academically, professionally, and personally over a specified number of years to obtain a bachelor's degree in a specific major.	Academic Program
A group of compulsory courses that all undergraduate students at the university must complete.	University Requirements
A group of compulsory courses that all students within a particular college must complete.	College Requirements
A group of compulsory courses with a specified number of credit hours that all students in the program must complete.	Program Requirements
A selection of courses from which the student chooses to complete the required number of elective credit hours specified for the academic program.	Elective Courses
Compulsory courses offered by another department that are required as part of the student's academic program.	Supporting Courses
Open elective courses offered at the university level within its academic programs, typically ranging from 4 to 6 credit hours in total.	Free Elective Courses