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## Academic Year Planner

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This publication from the Office of Student Support (OSS) is addressed to students. It promotes student success by providing information and guidelines to allow students to enjoy their years at AUC and maximize benefit from their University experience.

The main function of the information and services highlighted in this publication is to support students to succeed through the provision of counseling, mentoring and disability support. It also includes services to assist students to become aware of specific conduct guidelines and policies to help guide appropriate behavior.

Specifically, these services include:

- Counseling services for assistance with emotional and psychological issues
- Mentoring services for academic support
- Basic information needed to be a successful student
- Special needs assistance for physical and learning disabilities, as well as other disability services
- Student conduct policies
- Weekly planner for the academic year
Office of Student Support Units
Life in our modern world has become very complicated. Not only has the demand on our time increased enormously, but so has the pressure placed upon each one of us to perform and achieve in all spheres of life. In the face of stress, sometimes we feel lonely, depressed, stressed or just need someone to talk to. That is what the Student Counseling Center (SCC) is for. From simple issues to serious problems, our staff members can provide AUC students with the psychological support needed in an atmosphere of confidentiality and professionalism. Psychological counseling is a process of self-examination facilitated by a professional counselor. The primary purpose is to bring about changes in the mood, attitudes, behavior, thoughts and feelings that have caused distress to students or prevented them from enjoying life and realizing their potential. Counseling services help students find answers to the difficult experiences they are dealing with, allowing for self-development. In fact, it is a learning experience that the student can benefit from, now and in the future. The SCC is staffed by psychologists, psychiatrists, counselors and other professionals with relevant experience, diverse backgrounds and commitment to providing quality services that meet the individual needs of all AUC students. All the SCC services are provided to AUC students completely free of charge.

*What services does the SCC offer?*

**Individual Counseling**
One-on-one counseling is provided to students to address the personal and social difficulties that can affect academic performance, career plans, personal lives or relationships. Since understanding and adjusting to those personal challenges and changes is not always easy, students may benefit from the help of individual counseling. Individual counseling is a cooperative effort between the student and the counselor. Counseling is usually conducted through a weekly session in a safe, supportive and confidential milieu. Students benefit from selecting a preferred counselor, depending on the counselor’s availability.

Students often seek the help of the SCC for assistance with issues such as problems in relationships, family issues, complications with friends or peers, depression, obsessions, phobias, anxiety, culture adjustment and drug-abuse problems. Sometimes, students also seek advice on how to help a peer or a family member.
**Group Counseling**

Students who share interest in a particular psychological issue may approach the SCC for initiation of group-counseling sessions facilitated by a counselor. The number of students in a group is usually eight. What is needed in a student forming or becoming part of a group is commitment to complete the course of group counseling, which usually takes eight to 12 weekly sessions, each lasting for about two hours, and a willingness to share and openly participate in group work.

**Student Wellness Program**

To be well means more than simply being physically healthy. Wellness encompasses a wider meaning of health, reflective of a positive state of balance between the four main domains of a person: mind, body, spirit and emotions. The SCC promotes this goal of wellness in the AUC community. The SCC offers educational workshops, including Stress Management, Healthy Body Image, Substance Abuse Awareness, Overcoming Depression, as well as practical workshops such as Yoga, Pilates and Art Expression. To intensify the wellness efforts, several other AUC centers and departments collaborate with the SCC in offering diverse wellness-related workshops. Reading materials are also provided on various psychological and self-development topics that aim to educate AUC students about relevant issues to raise awareness, increase knowledge and improve skills. Such topics include quitting smoking, alcohol and drug abuse, and defeating depression. These materials are available for students at the SCC reception.

**Confidentiality and Release of Information**

The Student Counseling Center at AUC respects the right to privacy for all students who seek counseling. All counseling sessions are treated with the strictest confidence. This means that things mentioned in the course of discussion with the counselor will not be told to anyone else without the written permission of the student. The student, however, is free to share whatever they choose about the counseling session. Counselors may consult with counselor’s supervisor and colleagues for the benefit of the counseling process as a whole. All records are kept in the SCC office and do not become part of a student’s academic record, nor are they made available to any other member of the University community or to the student’s parents.

**Where is the Student Counseling Center Located?**

The counseling center is located at the Campus Center, room P001, across from the Americana Food Court. The center can be reached at 20.2.2615.3902 or at scc@aucegypt.edu. Visit our Web site at www.aucegypt.edu/studentlife/-gethelp/counsel
The mentoring unit guides, supports and advises students to succeed in their academic endeavors. The number of students seeking the help of the mentoring unit has been steadily growing over the years, as more and more students realize the benefits of mentor support in achieving their desired goals. The four main reasons for which students seek help have been time management, underlying psychosocial issues, poor study skills and adjustment to University life.

**What services does the mentoring unit offer?**

The unit offers academic skill-enhancement workshops, peer and professional guidance and support, and individual sessions to assist students with serious academic challenges that may jeopardize their academic status.

**Individual Sessions**

In a confidential session with a professional mentor, a student’s individual concerns are discussed, identifying problematic areas underlying academic underachievement. The student is given various study-skill assessments, revealing strengths and weaknesses that are later incorporated in a success plan. After this initial session, weekly follow-up sessions are conducted to build on the necessary skills and follow up on progress throughout the semester.

**Weekly Workshops**

Students may benefit from weekly skill-building workshops offered throughout the academic year. These workshops focus on academic skills such as test taking, presentation skills, teamwork, study habits, time management, motivation and successful student responsibilities. Emotional intelligence workshops (offered in collaboration with the Student Counseling Center) can also raise awareness about how emotions affect relationships with others and how the emotions of others affect individual students.

**Self-Assessments**

Several self-assessments are posted on the mentoring Web site at www.aucegypt.edu/studentlife/gethelp/Mentor/Pages/services.aspx for students to gauge their own skill level in various areas such as general-study skills, time management, emotional intelligence and note taking. In this way, students can discover their own areas of strength and weakness. These assessment skills are listed on the mentoring Web site and are also available at the mentoring information desk for students to fill out for personal development. Students are welcome to set appointments to discuss the results of the self-assessment and to learn strategies on how to improve.
Peer Mentoring
Peer mentoring is a service offered to students who wish to be paired with an older, more experienced student for general guidance and support. Peer mentors volunteer their time to help students with their academics and general adjustment to AUC, in easing the transition into University-level functioning, and developing skills to overcome academic challenges. The peer mentor maintains regular contact with the student through daily phone calls, e-mails and weekly informal meetings to guide the student on day-to-day activities and University requirements, facilitating successful academic performance.

Special Services
In collaboration with a disability specialist, students with learning disabilities or other special needs may receive additional services, including referrals for psychometric assessment and the necessary support to enable their success at AUC. Throughout the years, students with various problems that affect academic performance, such as Attention Deficit Hyperactivity Disorder, dyslexia or stuttering, have been provided with specific accommodations relevant to their abilities.

Which students may benefit from the services of the mentoring unit?

Students on Academic Probation
Students who are placed on academic probation, with a grade point average (GPA) of less than 2.0, represent the bulk of those receiving assistance. Those students, who are mostly freshmen, are contacted early in the semester and given individual appointments to ensure that the issues underlying their academic underachievement are addressed to help them succeed.

Students Referred by Faculty, Staff and AUC Departments
Faculty, staff and University departments often encourage students to seek assistance from the mentoring unit when they appear to be struggling with their academic studies in one way or another, without being on academic probation.

Students Seeking Enhancement of Skills
Some students seek the assistance of the mentoring unit on their own accord, without necessarily struggling academically. Those students tend to have an interest in further enhancing their academic skills, including fast reading, note taking and better management of time and responsibilities. They may also seek assistance in a specific class or seek to achieve better grades in general. At times, students ask for help in making
public presentations or in understanding how to work successfully in a collaborative team environment.

**LEAD Students**

Some students are referred by the Leadership for Education and Development (LEAD) program for assistance with specific skills related to transitioning from their respective towns and schools.

**Students Enrolled in English-Language Courses**

Students taking various courses in the Writing Program (English 100) or RHET 101-201 are often referred to the mentoring unit for excessive absences. This group of students tends to benefit from strategies on how to manage their time and regulate their sleep patterns to avoid excessive tardiness and unnecessary loss of points in class.

**Where is the mentoring unit located?**

The mentoring unit is located in the Campus Center, room P001, across from the Americana Food Court. The unit can be reached at 20.2.2615.3923 or at mentor@aucegypt.edu.

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**SIMPLE STRATEGIES FOR SUCCESS**

Every university has its own set of rules and policies, and knowing those regulations helps students stay on track throughout their academic careers. Please take the time to read the following rules and regulations.

**IN THE BEGINNING**

**Familiarize yourself with the AUC catalog**

AUC rules are clearly stated in the AUC catalog, and all departments, majors and degrees are explained. Your catalog should be considered your concise guide throughout your time at AUC.

**Understand the Core Curriculum**

All students are required to take a number of general-education courses from a number of departments, regardless of their major, to fulfill the Core Curriculum requirements. Refer to the catalog and plan to take these classes as you progress through your semesters at AUC.
Get advice
Use your advisers wisely. Get advice on course choices, choice of majors, the courses you need to take for your major and when they are offered. Work with your adviser to get the most appropriate schedule of classes for every semester.

Choose a major
Choosing a major can be difficult for many students. You may find it hard to narrow down your options, take into consideration your parents’ suggestions or identify where your interests lie. The Student Mentoring Unit and Career Advising and Placement Services (CAPS) can help you with this decision. The catalog is also another valuable resource to explore, as it lists the University’s majors and required classes.

Find out about prerequisites
A prerequisite is a course that you need to take and pass before proceeding to the next level. It is important that you plan your schedule so that prerequisites are taken in time to move on to the next level. In addition, you may find a course more difficult if you have not taken the prerequisite.

Learn about GPA
Your GPA is the average of the grades you have received in all of your courses at AUC. Students are required to maintain a minimum GPA of 2.0 (equivalent to the grade of C). If a student’s GPA falls below 2.0, he or she is placed on academic probation for one semester. Students on academic probation are restricted from participating in any extracurricular activities, including sports and conferences. Students on probation also lose their eligibility for financial aid and scholarships. Failure to raise one’s GPA within that semester results in dismissal from AUC.

Calculate your GPA
You can start calculating your own GPA by multiplying the number value corresponding to the grade you received in a class by the number of credits (Refer to your catalog for the number value corresponding to the letter grade). For example: B (3.0) in Sociology 201 (3 credits) = 3 x 3 = 9. Repeat the above process for all the classes you have taken, and calculate the total. Divide that total by the total number of credits, and this should give you your GPA.

Balance your course load
Know your capabilities and be realistic about the number of credits you decide to take each semester. Be sure to take into consideration other responsibilities you may have, such as work commitments, community service or social obligations. Students often believe that they will graduate earlier if they register for additional classes; however, in many cases, overloads lead to withdrawals or failures, resulting in a delay in graduation.
Get involved in extracurricular activities
Extracurricular activities provide you with a chance to meet people with similar interests and build your social network. It is also a great opportunity for you to expand your education beyond your required courses.

Stay connected
Get an AUC e-mail address. Even if you have a personal e-mail that you have had for years, your AUC e-mail allows you the opportunity to know what’s happening on campus. You will receive e-mails about holidays, emergency situations and other vital information for students. Go to http://unsweb.aucegypt.edu/signup.asp to register for an account.

GETTING STARTED
WITH CLASSES

Attend the first day of class
It is essential that students attend the first day of class. This is when AUC professors distribute the course outline, and the work that you will be held responsible for is discussed. Course objectives and content are also explained that day.

Attend all your classes
In class, your instructor will explain difficult material in your textbook, as well as emphasize the important points that you will need to know for exams. When you miss class, you are making your job more difficult. Be wise and attend all classes. Refer to your syllabus periodically to know what sections of the chapter you need to read for class discussions and exams and to further simplify the lecture.

Obtain your course materials
As soon as possible, buy your textbooks and other materials that you will need throughout the semester. Starting early helps you stay on track and prevents you from falling behind.

Keep the course syllabus
The syllabus (course outline) is usually distributed on the first day of class. The syllabus contains valuable information about the course objectives, course materials, assignments and exam dates. An explanation of the grading system may also be provided. It is important to familiarize yourself with the course syllabus and refer to it throughout the semester.

Keep a separate binder for each class
Keep your material for each class in a separate binder. This prevents confusion regarding loose papers or the possibility of losing all your work if you keep the information for all your classes in the same notebook. You can maintain all your important documents, syllabi, assignments, exams, papers and notes in each corresponding binder. Use these
binders to keep yourself organized and efficient, adding material that your professor returns to you in the appropriate places and removing notes to help your friends if necessary. Make a separate binder for other important documents, such as your signed drop forms, medical notes, transcripts and grade reports.

**Things you should not do**
- Do not start packing your things at the end of class if the professor is still talking. It is very disruptive, and you are missing valuable information.
- Do not allow your mobile phone to ring in class.
- Do not talk to your classmates during the lecture.
- Do not ask the professor, “Did I miss anything?” after being absent. Instead, ask your professor how you could catch up or obtain the information you missed.

*Adapted from On Course by Skip Downing*

**Do not be late to class**
Many professors do not allow students to enter their classroom after class has started. If you are late, it is essential that you walk in quietly, not be disruptive and quickly find a seat. After class, it would be wise to approach your instructor and explain the reason why you were late for the class. Make an effort to get to class on time.

**Stay focused in class**
Find a spot in the classroom where it is easiest for you to concentrate and listen actively, wherever it is. Once you find it, keep it. If change recharges your mental energy to stay focused, then pick a different place every day.

**Ask questions**
Take an active role and participate in class discussions. If you are shy about asking a question, just remember that the same question is probably on the minds of your classmates as well. The question you want to ask may also be relevant to an upcoming exam.

**Get to know your classmates**
Take a minute to get to know the people who sit next to you in class. Your peers are great assets to you. Use them. They may be able to help when you are absent one day and need to copy lecture notes or be updated on what you missed. You can also form a study group to help each other with difficult material.

**Make use of office hours**
This is valuable time provided by your instructor, specifically for you to have one-on-one assistance from the professor. Any individual concerns may also be addressed during this time, rather than bringing them up in class. Teaching assistants may also be available to help you.
Discuss before you withdraw
Throughout the semester, you may decide that you want to drop a course that you may be struggling with. Once you make that decision, it is important to officially withdraw by going to the registrar, obtaining a form to be signed by the class instructor and then submitting it back to the registrar. However, before you withdraw, make an appointment to discuss your decision with your professor, who may have some suggestions on how you could continue successfully in the class. Do not stop attending the class without formally withdrawing from the course. Your name will remain on the class list, and at the end of the semester, your instructor must assign you a grade of F if you haven’t officially withdrawn.

TIME MANAGEMENT AND STUDY TIPS

Allocate time wisely
If you have an assigned task, it is essential that you plan enough time to complete the assignment. For example, if you have a 20-page reading assignment, you will not be able to read it 30 minutes before going to class. Also, take into consideration your other duties and social commitments.

Study only when you are fully alert
Most people are best able to focus and process information more efficiently early in the day. It generally takes more time to study material at night than it does during the day. Find out when your mind is working at its best, and schedule your study periods at that time.

Study at a regular time
Schedule a regular time to review material taken in class during that day. Setting a fixed time ensures that you will review your material; otherwise, this step is neglected. Repeated exposure to material enhances learning. Furthermore, studying for short periods of time allows your brain to fully process and retain the information more effectively. Your brain processes information faster if you don’t exhaust it. So plan daily short periods (two to three hours) of study instead of studying seven hours in one day right before the exam.

Pick a favorite spot that makes studying easier
Make it a habit to study in one place. Eventually, your brain becomes trained to switch to study mode once you sit down to study in that designated place. Make sure that you keep your books, notes and all the necessary study tools in your study spot. This will prevent you from wasting time looking for your things before you begin studying or getting up in the middle of your study period and distracting yourself.
Set a specific target to be achieved in your study hour
When you decide to study, make sure that you've planned a task to be accomplished within that hour. Plan to solve 10 math problems or read 15 pages of your textbook. You accomplish more when your goals are clear. If your goal is not finished within the hour, don't panic. Try to return to it later during the day or plan to accomplish it sometime during your schedule the following day.

Get started
Once you receive an assignment, get started on it. This doesn't mean you have to finish it today. Working on it for 30 minutes today and another 30 minutes tomorrow will allow you to manage large tasks more efficiently, and you will not become overwhelmed by your workload. This strategy works for study time, dividing segments of research papers, preparing for presentations and even solving long homework assignments.

Tackle your studies
Your mental energy is most active at the start of a study session. Make use of this brainpower by focusing on the subjects you find most challenging. Getting these subjects out of the way produces a sense of accomplishment and allows you to study other subjects that you may enjoy more or that do not require as much effort.

Take a break
It would be unrealistic to study for three consecutive hours without a break. Recharge your brainpower every 45 to 50 minutes. A break refreshes your brain and provides it with the necessary fuel to maintain concentration for the next 45 minutes. Take a break, and leave your desk. Get up, walk around the room, stretch or just say hi to your mom. Just be back at your desk when your 10-minute break is over.

Mix and match
Schedule a variety of subjects in your study schedule for the day. You may also want to alternate the method of studying (i.e. taking notes, reading, solving problems and writing papers) within the same subject if you are going to focus on that subject for more than one hour. Variation serves the same function as taking a break; it keeps you interested and focused, allowing you to get more work done.

Bravo!
Once you have accomplished your study goals for one evening, treat yourself to something special. You can have a snack, watch a movie or favorite show, or try anything special. Being rewarded for work well done provides the motivation to continue reaching your goals.
EXAM TIME

Be prepared
Know the format of the exam. How will you be tested on this information? Will it be essay questions, multiple-choice questions, short answers or matching? What section of the chapter and lecture notes will it cover? What percentage of your course grade will be based on this exam? Answering these questions will give you an idea of how much time needs to be put into studying the material and what kind of information you will be held responsible for.

Make your own notes
Use the course textbook together with the notes you have taken in class to make your own summary sheets. Write the definition or the explanation for every subtopic and include one or two examples.

Study list
Prepare a list of all the major topics and subtopics that you think the professor may require you to know. Use this list as a guide to help you focus on important material.

Practice makes perfect
Solve the questions or exercises at the end of each chapter. Ask your professor about previous exams, and solve them in a similar atmosphere as the actual exam. This will give you a chance to rehearse your answers and familiarize yourself with as many questions as possible.

Sleep well
Go to bed at a decent hour, and try to get about eight hours of sleep. Don't stay up all night revising. People who are sleep-deprived generally have difficulty recalling information or staying focused on exam questions, resulting in poor performance.

Things to keep in mind
It is not all about grades. You are at AUC to earn an education. Whether you receive a B or an A- in Sociology 201 will not matter much in the big picture. Expose yourself to as many experiences and activities as you can. Share your ideas with your professors beyond class topics. Build your character. Develop your mind. Make social contacts. Maintain a positive attitude about your studies and responsibilities. Be involved. Make the most of your years at AUC. Enrich the quality of your education in all possible ways. Don't cheat yourself out of a rewarding experience by keeping a low profile and exerting minimal effort.

References
RELEASE OF EDUCATION RECORDS POLICY

The University is subject to the U.S. Family Educational Rights and Privacy Act of 1974 (FERPA), which is also known as the Buckley Amendment. FERPA gives students the right to inspect and review their education records, to amend or correct their education records if they contain inaccurate information, the right to limit disclosure of their education records and the right to notify the Department of Education of an academic institution’s failure to comply with FERPA regulations. Education records include academic records (grades, test scores, attendance records), charges and payments, directory information, financial information, disciplinary records and student employment records. It does not include parental financial information. The University may release directory information without consent of the student if it has given notice and opportunity to the student to opt out of directory information disclosure. Directory information is defined as information not generally considered to be harmful or an invasion of privacy if disclosed. FERPA authorizes the University to provide access to student records to campus officials and employees who have legitimate educational interests in such access. Disclosure without consent can also be made as part of an accreditation or program evaluation, in compliance with a court order, a necessity to protect the health or safety of the student or others or to officials at other U.S. institutions in which the student seeks enrollment. Students wishing to limit disclosure of directory information may submit a request to the Office of the Registrar.
The Student Disability Services Unit provides services to students with disabilities to ensure that all activities and programs are accessible. Through partnerships with students, faculty and staff, the unit promotes self-awareness, self-determination and self-advocacy to enhance opportunities for academic success. The aim is to create a campus environment where students are viewed on the basis of ability rather than disability.

**Services for Students with Physical Disabilities**

All campus areas, including the residences, are accessible by wheelchairs. Club cars are available for transport around campus with prior arrangements.

AUC faculty members who have a student with visual disabilities in their classes are contacted to identify the specific course requirements to facilitate the student’s learning process. For example, faculty members have been able to provide the unit with the titles of books used in their courses so that students who have visual disabilities would be able to scan them early on before the semester starts.

Other offices like the library, registrar, medical services and University Academic Computing Technologies (UACT) are contacted and coordinated with to provide students with the needed resources.

Students needing adaptive technology, especially those with visual disabilities, are referred to UACT for assistance in the use of such technologies to enable learning. Adaptive technology software available to students include JAWS for Windows, Kurzweil 1000, Zoom Text, as well as hardware such as Braille printers and electronic-vision aids.

Finally, student assistants or staff volunteers are recruited to help students with visual disabilities throughout the semester in the different academic tasks, including in-class note taking, exam transcription, library research and other projects.

**Services for Students with Learning Disabilities**

Students who are suspected of having a form of learning disability are entitled to special academic accommodation depending on each student’s special needs. Some of the students are identified through both the counseling and mentoring processes. Others are referred to the office by parents or AUC faculty members who suspect any hidden disability due to poor academic
performance. Others seek the support of the disability services on their own accord, being aware of their special need. Students whose learning disability has previously been identified and professionally diagnosed are required to submit valid documentation to ensure that they are given the necessary accommodation entitled to them by disability laws such as the Americans with Disabilities Act (ADA). If official documentation is lacking, students are referred to specialized organizations for the relevant assessments, diagnosis and academic accommodations required.

On-going Follow-up and Support Services for Students with Disabilities
Students with special needs seeking the office’s services are followed up with via phone, e-mail, class messages and other methods to continuously identify and address their emerging needs and to ensure that they are receiving the necessary support tailored to their individual requirements throughout their matriculation at AUC.

POLICY ON ADMISSION AND SUPPORT FOR STUDENTS WITH PHYSICAL AND LEARNING DISABILITIES

Policy
The American University in Cairo is committed to the goal of providing equal access to educational and employment opportunities for qualified individuals with disabilities.

Legal Basis
Section 504 of the U.S. Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. These laws require universities to provide reasonable accommodation for qualified individuals with a disability to ensure their equal access and participation in services, programs and activities offered by universities. Reasonable accommodation encompasses both physical access and academic modifications for those individuals with identified and documented disabilities to enhance their capacity to perform to the best of their ability.

According to Egyptian law, with which AUC complies, Egyptian companies are
expected to hire up to 5 percent of their employees as persons with disabilities. The Supreme Council of Universities has longstanding provisions for students with visual impairment and physical disabilities to register in faculties of art and law, with committees from the Faculty of Medicine assessing their eligibility for disability status. [1]

Definitions
The U.S. definition of disability encompasses a person who has a physical or mental impairment that substantially limits one or more of such a person’s major life activities (functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working), has a history of such an impairment or is regarded as having such an impairment. [2]

Specific types of disability include:
- Physical (affecting the body)
- Psychiatric (affecting the mind)
- Sensory (affecting seeing or hearing)
- Cognitive (affecting learning and understanding)

According to U.S. regulations, a person who qualifies for special accommodation is: "An individual with a disability who, with or without reasonable modifications to rules, policies or practices, the removal of architectural, communications, or transportation barriers or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity."

Reasonable accommodation means:
(a) any reasonable modification of the institution’s rules, policies or practices;
(b) auxiliary aids [3] and services, and/or
(c) environmental adjustments, such as the removal of architectural or communicative barriers

Modifications must not alter educational programs or compromise educational standards. An institution does not have to make structural changes to existing facilities if other methods of accommodation (e.g. moving the activity to an accessible building) will make the program accessible to a student with a disability. However, if the activity cannot be provided at an alternative location, the institution must make existing facilities accessible.

Admissions
Except in very limited circumstances, AUC must not inquire about possible disabilities before deciding whether to admit an individual. If an applicant includes materials about a disability with his or her application, AUC may not consider these materials in deciding whether to admit the applicant. AUC must not use admissions tests to screen out...
disabled applications and must provide reasonable testing accommodations to disabled individuals.

**Enrollment**

AUC must inform all admitted students of the procedures for disclosing disabilities and requesting accommodations. Once admitted, students who wish to receive accommodations for their disabilities must identify the disability when they begin the enrollment process. AUC then requires recent supporting documentation of the disability from a qualified professional, which should include a diagnosis of the disability, the major life activities that the disability impairs, the disability's severity, any functional or educational limitations caused by the disability and recommended accommodations.

If the disability is not identified during the admission and initial enrollment process, then the freshman advisers in the Office of the Core Curriculum, English Language Institute staff or engineering freshman advisers must inform the Office of Student Support of any such students and refer them to that office.

**Disability Services**

(a) The Office of Student Support handles cases of students with special needs and makes provisions to accommodate their conditions with the relevant departments and offices.

(b) The Office of Student Support has designated professional staff member to serve as the liaison between the student and the relevant academic, student, computing and library services.

(c) The disability services employees contact students after receiving information on them from the admissions office, establish the kind of assistance required, draw up a written action plan, facilitate the academic registration processes and coordinate with the Office of the Core Curriculum any necessary support during the FYE orientation.

(d) The disability services employees contact the professors in whose classes the student is enrolled (whether a new or continuing student), determine if there are safety concerns that might complicate participation in any courses, assist the professors in acquiring or accessing resources and, if needed, offer orientation workshops or individual training sessions to the professors, in coordination with the Center for Learning and Teaching.

(e) The disability services employees ensure that classrooms are appropriate and accessible, and that the seating arrangements are suitable. They also help facilitate, through the departments, any changes in classrooms, should the rooms not be appropriate.
(f) The disability services employees refer the student to the academic computing facility and the library, if requested, to make sure that the student is trained on the appropriate equipment prior to the start of the first semester and to arrange follow-up training, as needed.

(g) The disability services employees continue to support the student throughout his or her years at AUC and provide direct services, as needed.

(h) The Office of Student Support refers the student to appropriate agencies, including the AUC clinic, for any needed medical diagnostic tests.

(i) The Office of Student Support keeps documentation of the student’s disability separate from other educational records and ensures that documentation is only disclosed to those people who have a legitimate need to know about a student’s disability. The disability services employees obtain the student’s written consent before disclosing the disability documentation.

Students’ Responsibilities
When filling out the request-for-services form at the beginning of every semester, students sign a statement of responsibilities that indicates their consent and assumes the responsibility for:
(a) meeting the qualifications and maintaining the academic standards of the courses in which they are enrolled;
(b) identifying themselves as individuals with a disability when an accommodation is needed and to seek information, counseling and assistance as necessary;
(c) demonstrating and documenting how the disability limits participation in and access to courses, programs, services, activities and facilities; and
(d) following AUC policies for obtaining reasonable accommodations, academic adjustments, or auxiliary aids and services.

Student Complaints
A student who believes that he or she has received inappropriate or inadequate services from the Office of Student Support, faculty members, or other University personnel will follow the regular complaint routes available to students. An academically related complaint should be directed first to the department chair and then to the dean, with appeals directed to the provost. Complaints of a non-academic nature should be directed to the associate vice president for student life, with appeals directed to the vice president for student affairs.

[1] The parliament is reviewing new draft laws. Their provisions will be inserted here, as needed.
Disabilities include mobility (from limitations on stamina to paralysis, caused at birth or the result of illness or physical injury), blind/visual, deaf/hard of hearing, learning, attention deficit/hyperactivity disorder, systemic, psychiatric, and brain or other trauma injuries. Disabilities also include arthritis, epilepsy, cancer, multiple sclerosis, asthma, AIDS, heart disease, respiratory disorders, learning disabilities, chronic fatigue syndrome, fibromyalgia, mild depression, post-traumatic stress and other anxiety disorders, schizophrenia, and bipolar disorder.

According to the U.S. Office for Civil Rights, auxiliary aids “may include taped texts, note-takers, interpreters, readers, videotext displays, television enlargers, talking calculators, electronic readers, Braille calculators/printers or typewriters, telephone handset amplifiers, closed caption decoders, open and closed captioning, voice synthesizers, specialized gym equipment, calculators or keyboard with large buttons, reading devices for library use, raised-line drawing kits, assistive listening devices and systems, and telecommunications devices for deaf persons.”
Ensuring proper student conduct is an integral aim for the Office of Student Support. The unit adopts an educational approach in resolving reported violations. It is the unit’s intention to help the students turn such incidents to a learning experience rather than simply reprimanding them for their misconduct. Therefore, each case of misconduct is viewed and handled separately.

STUDENT CONDUCT POLICIES

The policies in this section have been compiled from various AUC facilities and departments, and are presented here as general guidelines. This section also includes the behavioral policies students are expected to abide by. Members of the AUC community are expected to abide by the Egyptian law and are subject to these regulations. If a student violates Egyptian law or acts in a way that damages the reputation of the institution, the University may feel obligated to pursue what it deems to be appropriate disciplinary action.

More information about AUC policies, including the Freedom of Expression Policy, can be found in the AUC Catalog and on the Web site.

The Student Conduct Policy prohibits, but is not limited to, the following:

GENERAL GUIDELINES AND RESTRICTIONS

Alcohol
As a matter of standing policy, AUC has long prohibited the use or dispensing of alcohol on campus and during student activities. Egyptian law prohibits the serving or drinking of alcohol in public places except in hotels, tourist establishments and clubs of a touristic nature. AUC’s policy is not only to conform to the law by prohibiting any unlawful possession, use or distribution of alcohol by students or employees on the AUC campus, but also to preclude the presence of any alcohol in student activities. AUC policy violations concerning the presence of alcohol on campus, during student activities, on University premises or at University-sponsored events will result in penalties.

Damaging Property
Damaging AUC facilities and properties, whether intentionally or unintentionally, will subject students to an immediate fine, depending on the extent of damage, in addition to appropriate disciplinary action when necessary.

Dress Code
Students are expected to wear attire that is appropriate to the academic setting and the Egyptian culture.
Drugs and Substance Abuse
In the light of Article 34C of the Egyptian Drug Law, which imposes severe penalties on anyone convicted of possessing, buying, selling, handing over, transmitting, presenting for consumption or trading drugs on educational premises; in conformity with the requirements of the U.S. Drug Free Workplace Act of 1988, which is applicable to all institutions receiving grants from the U.S. government, including AUC; in conformity with the U.S. Drug Free Schools and Communities Act Amendments of 1989 (Public Law 102-226); and due to its own desires, it is the policy of AUC to prohibit the manufacture, distribution, dispensing, possession or use of any controlled substance (drug) or alcohol by students and employees on the AUC campus or during student activities. Violations of this policy may lead to dismissal. Individuals placed on probation for prohibited drug use, including abuse of pharmaceutical drugs and/or drug paraphernalia, will have this state of probation lifted only after offering the University proof of successful rehabilitative counseling and providing a doctor’s certificate that they are free of drug abuse.

Fraud
Falsification of documents, including but not limited to student IDs, bus passes and parking permits, will be subject to severe disciplinary penalties. Students must always bring their IDs to campus. Lending IDs to others, whether to AUC students or visitors, is considered fraud.

Freedom of Expression Policy
AUC encourages open study and examination of all intellectual subjects in its academic work. AUC’s curricula and extracurricular activities help shape informed and independent individuals. Therefore, the University has adopted a policy as part of its intellectual mission for the AUC community. Students are encouraged to refer to the new Freedom of Expression Policy found at www.aucegypt.edu/about/expression.

Gambling
Gambling is strictly prohibited by Egyptian law and, accordingly, on campus. Any student gambling on campus will be immediately suspended.

Golf Carts
Only authorized personnel, including students, staff or faculty, are allowed to drive a golf cart with the following guidelines: (1) maximum capacity of two passengers, (2) smoking is prohibited, (3) mobile phones are not to be used while driving and (4) a permit for use should be available at all times.

Harassment
AUC is committed to providing a secure educational and work environment for its students, faculty, staff and administrators. Demonstrated lack of respect may result in
disciplinary action. Accordingly, the University does not tolerate any form of harassment, including sexual harassment. Sexual harassment is any conduct of a sexual nature that significantly impairs a person’s ability or opportunity to perform his or her job or educational pursuits. Sexual harassment is prohibited by the University and is in violation of U.S. federal and state laws. AUC’s sexual harassment policy applies to faculty, administrators, staff and students, as well as vendors, suppliers and external parties contracted to perform campus services. Students who believe they have been exposed to sexual harassment are encouraged to contact the Office of Equal Opportunity and Affirmative Action (EOAA) for advice about their options. Copies of the detailed sexual harassment policy are available at the EOAA office. For more information on EOAA policies and procedures, please visit the EOAA Web site at www.aucegypt.edu/offices/eoaa.

**Mobile Phone Policy**
All mobile phones must be switched off during classes, lectures and performances. Leaving a lecture or class to answer a mobile phone is not acceptable under any circumstances. In addition, phones should not be visible during classes and lectures. All mobile phones should be stored away in bags or pockets and not displayed on desks or tables, especially during examinations. Students who violate this policy may be asked to leave the class or lecture immediately and will not be permitted to return until the next class or lecture. This will be considered an unexcused absence. Faculty members may also decide that students violating the policy will not be allowed to attend the next class or lecture following the offense. If caught using a mobile phone during an exam, regardless of the cause, the instructor has full authority to take appropriate action. All mobile phones must be switched off in the library.

**No Smoking Policy**
Smoking is not allowed in any AUC building, including single-occupancy offices, balconies, stairwells and open-air areas within buildings and outside the entrances to buildings. The purpose of the policy is to promote good health, limit the dangers of second-hand smoke and prevent fires. Supervisory personnel are responsible for enforcing the policy. Implementation of the policy relies primarily on peer enforcement by all members of the AUC community. Violations should be reported to the Student Judicial Board in the case of students, the human resources office in the case of staff and the provost’s office in the case of faculty. More details regarding AUC’s No Smoking Policy can be found at www1.aucegypt.edu/newsatauc/News/MainStory/nosmokingpolicy.html

**Parking**
Violation of parking regulations on campus includes failure to show a parking permit, an AUC ID or, in the case of a visitor, a national ID, in addition to the misuse of
the parking lot by ignoring the spaces allocated for vehicles.

Prayer and Meditation
Prayer and meditation areas have been designated at AUC for the sole purpose of prayer or meditation. The areas are to be used by AUC students, staff, faculty and authorized visitors. These areas should not be used for studying or meetings, nor should students bring along any food or beverages. A map of the designated areas can be found at www.aucegypt.edu/studentlife/Pages/pryrmed.aspx

Public Displays of Affection
Students are expected to conduct themselves in a manner appropriate to life at an academic institution located in Egypt, with due respect for Egyptian society. This will enhance, and not undermine, the image of AUC students within society at large. Students are expected to respect the culture in which they live by refraining from public displays of affection and any intimate behavior, especially in secluded and unauthorized areas on campus. Such misconduct will be perceived as improper behavior in an academic institution and may subject the student to disciplinary action.

Theft
Theft of any kind including theft of AUC property or other members of the AUC community will result in prompt and severe disciplinary action.

Unauthorized Entry
Unauthorized entry to AUC premises is completely forbidden. Entry to the University is strictly limited to authorized gates and security checkpoints only.

Violence and Disrespect
Respect for all members of the University community is an essential principle at AUC. Students are expected to show respect for colleagues, instructors, staff members and the AUC community as a whole. Any conduct that contains elements of offense such as indecent behavior, fighting, aggravated assault, slanderous language or aggressive behavior is not tolerated at the University, neither are any other forms of misconduct that disturb University functions and/or activities.

Weapons
Involvement in serious offenses that include using, exhibiting or possessing an illegal knife or any other prohibited weapon will subject students to severe disciplinary penalties. This also applies to possession of potentially dangerous gears such as whips, self-defense weaponry and batons.

THE CONDUCT PROCESS

Student-About-Student Complaints
Students who wish to lodge complaints about the behavior of fellow students should first bring their case to the attention of the
Student Judicial Board (sjb@aucegypt.edu) or send a complaint to the Student Conduct Unit (conduct@aucegypt.edu). A follow-up on the recommendations of the SJB is then made by the Student Conduct Unit (SCU) to ensure that an appropriate course of action has been taken. In some cases, the SCU proceeds by conducting a Student Disciplinary Committee hearing to continue its investigation and enforce suitable remedial actions.

**Student-About-Faculty Complaints**

If a student has a concern about unfair or improper treatment from a faculty member, he or she should first revert to the instructor or professor to discuss the issue and try to resolve it. If this attempt fails, the appropriate procedure is to raise the issue with the chair of the department. If the complaint is still not resolved, then the dean of the school and, finally, the provost should be approached. (For more details, check the AUC catalog).

**Student-About-Staff Complaints**

In the case of a complaint against a staff member, students should first approach the department or office head in question to discuss their problem. If this attempt fails, students should revert to the human resources office to report the incident of concern and try to resolve the matter.

**Appropriate Guidelines for Faculty**

Faculty members have full authority to take appropriate disciplinary action with students enrolled in their classes to ensure that classroom behavior is conducive to a learning environment and that students are conforming to the University’s codes of conduct within the context of the class. Students who deviate from proper classroom conduct will be penalized by the professor or instructor. If a faculty member does not feel that his or her disciplinary procedures are a sufficient response to the student’s misconduct, then the problem should be raised with the Student Conduct Unit (conduct@aucegypt.edu) for further investigation, and an official complaint against the student is filed.

**Appropriate Guidelines for Staff**

Staff members who are treated in a manner that is unfitting to the principles and values of the AUC community may file an official complaint against the student in question at the Student Conduct Unit, which will handle the case. An appropriate course of action will be taken to prevent the student from repeating the offense.

**TYPES OF SANCTIONS**

**Verbal Warning**

The student is called in for a meeting with the student conduct executive and/or the Student Disciplinary Committee (SDC) where the violation is thoroughly discussed, and alternative ways to address the issue are presented.

**Written Warning**

A formal letter of reprimand is issued from the Student Conduct Unit to the student and is kept on record.
Academic Hold
A hold might be placed on a student’s academic records for a specific period of time until he or she completes the enforced sanctions.

Community Service
The student is assigned to work on campus in one of the University’s departments for a specific number of hours without pay.

Educational Project
The student is assigned to complete a certain project, such as writing a reflection paper, within a specific due date.

Formal Apology
The student is asked to write and address a formal letter to the complainant, apologizing for his or her misconduct, or to formally apologize in person.

Restitution
Payment for all or part of the cost of the damage caused by the student toward someone else’s property.

No Contact Order
A student may be asked to refrain from making contact with a specific individual on campus.

Withdrawal of Privilege
Students who violate University policy in specific areas may be asked to not use the area again, including parking spaces and student lounges.

Social Probation
The student cannot represent the University at any organized event, whether by being a member of any student organization or running for student body elections. This sanction will be imposed for a designated period of time.

Disciplinary Probation
If the student fails to abide by the imposed penalties in due time or becomes involved in more serious violations of any kind, he or she may be subject to serious admonition including more penalties.

Mandatory Educational Workshops
The student is asked to attend a certain number of study skills workshops during a specified time frame.

Mandatory Counseling Sessions
The student is assigned to attend a number of sessions with a counselor at the Student Counseling Center to address topics related to the violation including anger management and issues related to alcohol/drugs.

Suspension
A student might be prohibited from registering in any courses for a certain period of time, usually one or two consecutive semesters.

Dismissal
A student is permanently expelled from University.

FREQUENTLY ASKED QUESTIONS

1. What is the function of the Student Disciplinary Committee?
A hearing is held by the Student Disciplinary Committee (SDC), an advisory committee to the vice president of student affairs responsible for dealing with any nonacademic student misconduct. After an official complaint has been filed, an appropriate course of action is taken to address the case, ranging from a verbal
warning to conducting a fair hearing to examining the particulars of the incident(s). The SDC consists of the chair of the committee, who is the director of the Office of Student Support, and up to six voting members, including faculty and staff members, a counseling psychologist or psychiatrist, and a student representative from the Student Judicial Board. Non-voting members may be invited whenever needed. The SDC convenes to discuss each case and recommends the appropriate action to be taken. In some cases, a subcommittee (also consisting of SDC members) convenes to look into cases that need immediate action.

2. Do all cases present in front of the SDC?
No. After an official complaint has been filed by a student, faculty or staff member against another student, official reports are sent to the Student Conduct Unit at the Office of Student Support for necessary action. The student conduct executive evaluates each case on an individual basis, and depending on the severity and frequency of the violation, takes the appropriate action under the supervision of the director of student support, or refers the case for a fair hearing if necessary.

3. What is the appropriate way to submit an appeal?
Once a decision has been made, a student has the right to submit petitions for appeal within 10 working days from receiving the SDC’s decision letter.

4. What happens if I do not abide by the decisions in the SDC letter?
Failure to abide by the disciplinary actions will result in more severe penalties, including disciplinary probation (see Types of Sanctions), which may lead to suspension or dismissal. Students are held accountable for the rules and policies mentioned above and in the AUC catalog. Being unfamiliar with AUC policies is not an excuse for inappropriate behavior.

5. Do I have to attend my hearing in front of the SDC?
Hearings are an opportunity for all parties to present all facts of the case in front of the SDC. If any party chooses not to attend the SDC meeting or fails to do so, the SDC will still reach a decision regarding their case on the same day.

6. Does being involved in previous misconduct affect my disciplinary record?
Students who engage in repeated offenses are subject to more severe disciplinary actions, whether for a similar or different offense. Repeated misconduct may result in suspension or dismissal from University.

A copy of the Student Conduct Policies can be found at the Student Conduct Unit link: www.aucegypt.edu/studentlife/gethelp/Pages/Student.aspx
GOALS

Sunday 26 26 - 30 New student orientation week
Aug 26 - Sep 6 Late registration and course changes (Banner Self-Service registration for Fall 2012)

Monday 27 27 - 28 ALI registration and oral placement exam

Tuesday 28 Advising and registration for new graduate students

Wednesday 29

Thursday 30 Orientation for ALI students

Friday 31

Saturday 1
### September 2012

#### GOALS

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September 2012

GOALS

Sunday 9

Monday 10

Tuesday 11

Wednesday 12

Thursday 13

Friday 14

Saturday 15
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September 2012

GOALS

Sunday 23

Monday 24

Tuesday 25

Wednesday 26

Thursday 27

Friday 28

Saturday 29
# GOALS

**September - October 2012**

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**Sunday 30**

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**Monday 1**

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**Tuesday 2**

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**Wednesday 3**

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**Thursday 4**

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**Friday 5**

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Wednesday 17

Thursday 18

Friday 19

Saturday 20
**October 2012**

**GOALS**

**Sunday 21**

**Monday 22**

**Tuesday 23**

**Wednesday 24**

**Thursday 25**

25 - 29 Eid El Adha (H) *

**Friday 26**

**Saturday 27**

* Exact date to be confirmed by official notice
### October - November 2012

#### GOALS

##### Sunday 28

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November 2012

GOALS

Sunday 11

Monday 12

Tuesday 13

Thursday 15  Islamic New Year (H) *

Friday 16

Saturday 17

* Exact date to be confirmed by official notice
November 2012

GOALS

Sunday 18

Thursday 21

Monday 19

Thursday 22  Thanksgiving (H)

Tuesday 20

Friday 23

Saturday 24

* Exact date to be confirmed by official notice
GOALS

November - December 2012

Deadline for withdrawal from the semester: undergraduate students

Monday 26

Nov 27 - Dec 13 Registration through Banner Self-Service (BSS) for all continuing students for Spring 2013 • Payment of fees for Winter 2013
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December 2012

GOALS

Sunday 9

Monday 10

Tuesday 11

Wednesday 12   Deadline: financial aid applications for Spring 2013

Thursday 13   Last day of classes for regular courses
               Last day of classes and final exams for ALI

Friday 14

Saturday 15   15 - 20 Semester exams
**December 2012**

**GOALS**

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21 - Jan 29 Midyear recess
December 2012

GOALS

Sunday 23

Monday 24  24 - 25 Western Christmas (H)

Tuesday 25

Wednesday 26

Thursday 27  Deadline to submit final grades

Friday 28

Saturday 29
January 2013

GOALS

Sunday 30

Monday 31

Tuesday 1  New Year's Day (H)

Wednesday 2  Orientation for international students
  First day of classes for Winter 2013
  Closing date: late registration and course changes

Thursday 3

Friday 4

Saturday 5
### January 2013

#### GOALS

<table>
<thead>
<tr>
<th>Sunday 13</th>
<th>Monday 14  Deadline for withdrawal</th>
<th>Tuesday 15</th>
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<td>Wednesday 16</td>
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<td>Saturday 19</td>
<td>Epiphany Feast (Baptism Day) (H)</td>
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January 2013

GOALS

Sunday 20

Monday 21

Tuesday 22  22 - 23 ALI registration and oral placement exams
            22 - 23 and 27 - 29 New student orientation week
            22 - Feb 5 Late registration and course changes (Banner Self-Service (BSS)
            registration for Spring 2013)

Wednesday 23

Thursday 24

Friday 25  National Holiday (H)

Saturday 26  Session for new graduate students
January - February 2013

GOALS

Sunday 27

Monday 28 Deadline to submit final grades
Orientation for ALI students
Advising and registration for new graduate students

Tuesday 29

Wednesday 30 Classes begin
30 - Feb 5 Registration period for auditors

Thursday 31

Friday 1

Saturday 2
February 2013

GOALS

Sunday 3

Monday 4

Tuesday 5  Closing date: late registration, payment and course changes
          New international graduate student session

Wednesday 6

Thursday 7

Friday 8

Saturday 9
February 2013

GOALS

Sunday 10

Monday 11

Tuesday 12

Thursday 14

Friday 15

Saturday 16

Graduate and undergraduate commencement
February 2013

GOALS

Sunday 17

Monday 18

Tuesday 19

Wednesday 20

Thursday 21

Friday 22

Saturday 23
February - March 2013

GOALS

Sunday 24

Monday 25

Tuesday 26

Wednesday 27

Thursday 28

Friday 1

Saturday 2
March 2013

GOALS

Sunday 3  
Spring 2013 Census Day

Thursday 7

Friday 8

Saturday 9
March 2013

GOALS

Sunday 10

Monday 11

Tuesday 12

Wednesday 13

Thursday 14

Friday 15

Saturday 16
March 2013

GOALS

Sunday 17

Thursday 21

Monday 18

Friday 22

Tuesday 19

Saturday 23
March 2013

GOALS

Sunday 24

Monday 25

Tuesday 26

Wednesday 27  Deadline for dropping courses

Thursday 28

Friday 29

Saturday 30
MARCH - APRIL 2013

GOALS

SUNDAY 31

Western Easter (H)

THURSDAY 4

FRIDAY 5

SATURDAY 6

TUESDAY 2

MONDAY 1
April 2013

GOALS

Sunday 7

Monday 8

Tuesday 9  International Day **

Thursday 11

Friday 12

Saturday 13

** Classes will be held until 12:45 pm and resumed at 4:30 pm
April 2013

GOALS

Sunday 21  
21-22 and May 15-16 Registration through Banner Self-Service (BSS) for Summer 2013 for all continuing students

Thursday 25  
Sinai Liberation Day (H)

Monday 22

Friday 26

Tuesday 23  
23 - 24 and May 7 - 16 Registration through Banner Self-Service (BSS) for Fall 2013 for all continuing students

Wednesday 24  
Deadline for withdrawal: undergraduate students
## GOALS

**April - May 2013**

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<th>Monday 29</th>
<th>Tuesday 30</th>
<th>Wednesday 1</th>
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</table>
| 28 - 6 Spring Break  
Palm Sunday (H) |  |  | Labor Day (H) | Holy Thursday (H) |  |  |
May 2013

GOALS

Sunday 5
Eastern Easter (H)

Monday 6
Sham El Nessim (H)

Tuesday 7
7-16 Registration through Banner Self-Service (BSS) for Fall 2013 for all continuing students

Wednesday 8

Thursday 9
Deadline: financial aid applications for Fall 2013
Deadline for withdrawal: graduate students

Friday 10

Saturday 11
Wednesday 15

15 - 6 Registration through Banner Self-Service (BSS) for continuing students for Summer 2013

GOALS

Sunday 12

Monday 13

Tuesday 14

Friday 17

Saturday 18
May 2013

GOALS

Sunday 19
Last day of regular classes
Last day of classes and final exams for ALI

Monday 20

Tuesday 21
21 - 26 Semester exams

Wednesday 22

Thursday 23

Friday 24

Saturday 25
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June 2013

GOALS

Sunday 2
- 2 - 3 ALI registration and oral placement exams
- 2 - 10 Late registration and course changes

Monday 3

Tuesday 4
Orientation for international students

Wednesday 5

Thursday 6
Orientation for ALI students

Friday 7

Saturday 8
### June 2013

#### GOALS

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<td>Classes begin for the six-week session</td>
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<td>Closing date: course change, late registration and payment without late fees for continuing students</td>
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<tr>
<td>Monday 10</td>
<td>9 - 27 Three-week session A including final exam</td>
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<td>Tuesday 11</td>
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<td>Thursday 13</td>
<td>Graduate and undergraduate commencement</td>
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**JULY 2013**

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**GOALS**

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<td>Deadline for dropping courses and withdrawal from three-week session A</td>
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**JULY 2013**

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**Deadline for dropping courses and withdrawal from three-week session A**
June 2013

GOALS

Sunday 23

Monday 24

Tuesday 25

Wednesday 26  Summer 2013 Census Day

Thursday 27

Friday 28

Saturday 29
June - July 2013

GOALS

Sunday 30  Deadline for dropping courses and withdrawal from six-week session
30 - July 18 Three-week session B including final exam

Monday 1

Tuesday 2

Thursday 4

Friday 5

Saturday 6
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### July 2013

#### GOALS

**Sunday 7**

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**Monday 8**  
Deadline for dropping courses and withdrawal from three-week session B

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**Tuesday 9**  
Beginning of Ramadan*

---

* Exact date to be confirmed by official notice
Thursday 18

Last day of regular classes

Friday 19

20 - 21 Semester exams for six-week session
## July 2013

### Goals

#### Sunday 21

- [ ]

#### Monday 22

- [ ]

#### Tuesday 23

- Revolution Day (H)

#### Wednesday 24

- [ ]

#### Thursday 25

- Deadline to submit final grades
- Last day for ALI classes

#### Friday 26

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#### Saturday 27

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## GOALS

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### Weekly Goals:

- **July 2013**
- **August 2013**

**Goals Summary**

- **Monday 29**
- **Tuesday 30**

**Action Plan**

- **Thursday 1**
- **Friday 2**
- **Saturday 3**
**GOALS**

**Sunday 4**

**Monday 5**

**Tuesday 6**

**Wednesday 7**

**Thursday 8** 8-10 Eid El Fitr (H)*

**Friday 9**

**Saturday 10**

* Exact date to be confirmed by official notice
August 2013

GOALS

Sunday 11

Monday 12

Tuesday 13

Wednesday 14

Thursday 15

Friday 16

Saturday 17
**August 2013**

**GOALS**

**Sunday 18**

**Monday 19**

**Tuesday 20**

**Wednesday 21**

**Thursday 22**

**Friday 23**

**Saturday 24**
## August 2013

**Goals**

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