



Civil Engineering Department
College of Engineering



Vision: Local and International Leadership in civil engineering education, innovative research, and knowledge dissemination.

Students with Special needs Guideline

Mission: Providing an outstanding education and scientific research in line with advances in the field of civil engineering in order to prepare competitive engineering graduates capable of solving industry and community problems.

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Introduction

The Civil Engineering Department (CE) is aware that some students require particular care because of conditions that are out of their control or because of a disorder, handicap, or other impairment. The CE department's policy is to actively assist students with special needs during the admissions, enrolling, and academic procedures.

Objective

This guideline is intended to support any student who might require assistance throughout their time at CE department as a result of any special needs.

Identification of students with special needs.

- The department should be informed by the university or the student in case he has special needs by showing his medical documents.
- The department should contact the academic advisor of the student and all relevant instructors each semester to inform them of the status of this student.

Supporting students with special needs

The academic adviser of the student should provide support for students in order to maximize the learning opportunities throughout his/her period of study. The support consists of processes which students without special needs would not usually require, such as:

- Helping them obtain their results.
- Following up with their academic progress
- Give the right teaching personnel suitable support for instruction and assessments.
- Help students understand tutoring sessions and other activities, such preparing and evaluating assignments, in a logical manner.

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- Ensure appropriate physical access and facilities.
- Formulate special learning programs for students with special needs.
- Develop alternative tasks to assess students with special needs.
- Report positive and negative outcomes to the chairperson for early intervention.

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